

## Author index

- Agrez, M *see* Sanson-Fisher, R W  
 Ahmed, M E K. What is happening to bedside clinical teaching?, 1185  
 Aitken, P *see* Hutchinson, L  
 Albert, T *see* Hosking, E -J  
 Al-Fares, A *see* Parry, J  
 Ali, B & Jones, M. Using electronic mail as a method of surveying medical students' opinions and attitudes, 392  
 Ances, B M. Is MD your final answer?, 1171  
 Anderson, B & Tekian, A. Christine McGuire Masserman, 208  
 Anderson, J *see* Melville, C  
 Anderson, W M *see* Baldwin, W  
 Ardziejewska, K *see* Sullivan, E A  
 Asch, D A *see* Melnick, D E  
 Asvall, S *see* Kneebone, R  
 Avgerinos, E *see* Koussidis, G A  
 Aw, T -C *see* Wynn, P A
- Baldwin, W, Bankston, P, Anderson, W M, Echtenkamp, S, Haak, R, Smith, P & Iatridis, P G. Can students in a modified PBL curriculum exceed the national mean on USMLE Part 1?, 791  
 Bankston, P *see* Baldwin, W  
 Barnett, N *see* Peach, H  
 Barón-Maldonado, M *see* Lew, S R  
 Barón-Maldonado, M *see* Rethans, J-J  
 Barón-Maldonado, M *see* Schuwirth, L W T  
 Barron, S R *see* Finucane, P M  
 Beard, J D *see* Farmer, E A  
 Beard, J D *see* Hays, R B  
 Bellos, S *see* Koussidis, G A  
 Bensing, J M *see* Hulsman, R L  
 Billingham, K *see* Howe, A  
 Birchall, M A *see* Wells, T P E  
 Björkelund, C *see* Brorsson, A  
 Blackmore, D E *see* Melnick, D E  
 Blackmore, D *see* Rethans, J-J  
 Blackmore, D *see* Smee, S M  
 Blastos, M T *see* Steinman, R A  
 Bleakley, A. Pre-registration house officers and ward-based learning: a 'new apprenticeship' model, 9  
 Bligh, J *see* Prideaux, D  
 Bligh, J. A history of curriculum reform: the Sherbrooke story, 896  
 Bligh, J. Improving student learning, 692
- Bligh, J. Research in medical education at the start of the century, 1000  
 Bligh, J. The first year of doctoring: still a survival exercise, 2  
 Bligh, J. *Tomorrow's Doctors*: extending the role of public health medicine in medical education, 206  
 Bolton, J E. Chiropractors' attitudes to, and perceptions of, the impact of continuing professional education on clinical practice, 317  
 Bordage, G *see* Nendaz, M R  
 Boulet, J *see* Murray, D  
 Bradley, P & Bradley, P. The case of the missing lawyer (as if anyone cares), with apologies (this time) to Sir Arthur Conan Doyle, 1155  
 Bradley, P *see* Bradley, P  
 Brice, J. Christmas Quiz 2002, 1153  
 Brice, J. Seeing what develops, 4  
 Bridges, S J & Thomas, H. Sheffield Assessment Instrument for Letters (SAIL), 588  
 Brorsson, A, Hellquist, G, Björkelund, C & Råstam, L. Serious, frightening and interesting conditions: differences in values and attitudes between first-year and final-year medical students, 555  
 Brownlea, A *see* Greco, M  
 Broz, S L *see* Cegala, D J  
 Buck, P *see* Patel, L  
 Bundred, P & Gibbs, T. Facing up to the realities of global medical education in the 21st century, 600  
 Burba, J L *see* O'Hara, B S  
 Burton, R F. Misinformation, partial knowledge and guessing in true/false tests, 805  
 Butler, C *see* Rollnick, S  
 Byron, M A *see* Wells, T P E
- Caldon, L J M *see* Hays, R B  
 Callahan, C A *see* Hojat, M  
 Caresse, J A *see* Wright, S M  
 Carroll, C *see* Dorman, T  
 ten Cate, O. Global standards in medical education - what are the objectives?, 602  
 Cegala, D J & Broz, S L. Physician communication skills training: a review of theoretical backgrounds, objectives and skills, 1004
- Centeno, A M. How to enjoy your mentee's success and learn from it, 1214  
 Challis, M E *see* Handfield-Jones, R S  
 Challis, M *see* Wilkinson, T J  
 Chan, M-F *see* Leung, G M  
 Chan, P *see* Lam, T P  
 Chang, T *see* Haidet, P  
 Chapman, K E *see* Watson, D A R  
 Chauvin, S W. Professionalism: a shared responsibility for a rich and enduring tapestry, 410  
 Cheng, Y-H *see* Leung, G M  
 Chow, L W C *see* Lam, T P  
 Christodoulou, G N *see* Margariti, M M  
 Christopher, D F, Harte, K & George, C. The implementation of *Tomorrow's Doctors*, 282  
 Claffey, N *see* Shanley, D B  
 Cleave-Hogg, D *see* Morgan, P J  
 Coetsier, P *see* Lievens, F  
 Colvin, B T *see* Sayer, M M  
 Conn, J J. What can clinical teachers learn from *Harry Potter and the Philosopher's Stone*?, 1176  
 Cook, D. Music and medical education, 1169  
 Cordle, C *see* Dixon-Woods, M  
 Cottrell, D, Kilminster, S, Jolly, B & Grant, J. What is effective supervision and how does it happen? A critical incident study, 1042  
 Cox, K. Perceiving clinical evidence, 1189  
 Craig, A R *see* Lee, T W R  
 Crosby, J R *see* Rennie, S C  
 Crossley, J, Davies, H, Humphris, G & Jolly, B. Generalisability: a key to unlock professional assessment, 972  
 Crossley, J, Humphris, G & Jolly, B. Assessing health professionals, 800  
 Crossley, J *see* Davies, H  
 Custers, E J F M & Ten Cate, O T J. Medical students' attitudes towards and perception of the basic sciences: a comparison between students in the old and the new curriculum at the University Medical Center Utrecht, The Netherlands, 1142
- Dains, J E *see* Haidet, P  
 van Dalen, J, Kerkhofs, E, Verwijnen, G M, van Knippenberg-van den Berg, B W, van den Hout, H A,

- Scherpbier, A J J A & van der Vleuten, C P M. Predicting communication skills with a paper-and-pencil test, 148
- van Dalen, J. Assessment practices undermine self-confidence, 310
- Darzi, A *see* Kneebone, R
- Das, B P *see* Rani, M A N
- Das, M, Mpofu, D J S, Hassan, M Y & Stewart, T S. Student perceptions of tutor skills in problem-based learning tutorials, 272
- Dauphinee, W D *see* Farmer, E A
- Davenport, E S *see* Pee, B
- Davidson, S K *see* Liddell, M J
- Davies, H A *see* Finucane, P M
- Davies, H A *see* Hays, R B
- Davies, H, Crossley, J, Howe, A, Jolly, B & Newble, D. Authors' reply, 589
- Davies, H *see* Crossley, J
- Davies, S *see* Rees, C
- Denig, P, Wahlström, R, de Saintonge, M C & Haaijer-Ruskamp, F. The value of clinical judgement analysis for improving the quality of doctors' prescribing decisions, 770
- DeVito, I *see* Lingard, L
- Dixon-Woods, M, Regan, J, Robertson, N, Young, B, Cordle, C & Tobin, M. Teaching and learning about human sexuality in undergraduate medical education, 432
- Dolmans, D H J M, Wolfhagen, H A P, Essed, G G M, Scherpbier, A J J A & van der Vleuten, C P M. Students' perceptions of relationships between some educational variables in the out-patient setting, 735
- Dornan, T, Carroll, C & Parboosingh, J. An electronic learning portfolio for reflective continuing professional development, 767
- Dornan, T *see* Patel, L
- Dornan, T *see* Whitehouse, C R
- Dowling, P A *see* Shanley, D B
- Downie, R S. Towards more empathic medical students: a medical student hospitalization experience, 504
- Drury, N E, Powell-Smith, E & McKeever, J A. Medical practitioners' knowledge of Latin, 1175
- Duffield, K E & Spencer, J A. A survey of medical students' views about the purposes and fairness of assessment, 879
- Duffy, S W *see* Steele, D J
- Düsmann, H *see* Kramer, A W M
- Echtenkamp, S *see* Baldwin, W
- Eckhart, N L. The global pipeline: too narrow, too wide or just right?, 606
- Eika, B *see* Moercke, A M
- Elger, B S & Harding, T W. Terminally ill patients and Jehovah's Witnesses: teaching acceptance of patients' refusals of vital treatments, 479
- Ellers, B *see* Stone, S
- Endacott, R *see* Webb, C
- Ercole, A, Whittlestone, K D, Melvin, D G & Rashbass, J. Collusion detection in multiple choice examinations, 166
- Erdmann, J B *see* Hojat, M
- Espin, S *see* Lingard, L
- Essed, G G M *see* M Dolmans, D H J
- Eva, K W. Teamwork during education: the whole is not always greater than the sum of the parts, 314
- Evans, A W. Facing the challenges of competency-based assessment of postgraduate dental training, 586
- Evans, A. Ethics approval for research in medical education, 394
- Evans, D *see* Sayer, M
- Evans, J, Goldacre, M J & Lambert, T W. Views of junior doctors on the specialist registrar (SpR) training scheme: qualitative study of UK medical graduates, 1122
- Evans, M. Reflections on the humanities in medical education, 508
- Farmer, E A, Beard, J D, Dauphinee, W D, LaDuca, T & Mann, K V. Assessing the performance of doctors in teams and systems, 942
- Farmer, E A *see* Hays, R B
- Farrand, P, Hussain, F & Hennessy, E. The efficacy of the 'mind map' study technique, 426
- Feretopoulos, G *see* Margariti, M M
- Field, D & Wee, B. Preparation for palliative care: teaching about death, dying and bereavement in UK medical schools 2000-2001, 561
- Fielding, R *see* Leung, G M
- Finucane, P & Nair, B. Is there a problem with the problems in problem-based learning?, 279
- Finucane, P M, Barron, S R, Davies, H A, Hadfield-Jones, R S & Kaigas, T M. Towards an acceptance of performance assessment, 959
- Finucane, P M *see* Hays, R B
- Fontaine, S *see* Wilkinson, T J
- Freeth, D *see* Reeves, S
- Fruyt, F D *see* Lievens, F
- Fry, H *see* Pee, B
- Gale, R & Grant, J. Sci45: the development of a specialty choice inventory, 659
- Gardner, S *see* Lancaster, T
- George, C *see* Christopher, D F
- Ghosh, A K. Values of attending physicians, 390
- Gibbs, T *see* Bundred, P
- Goldacre, M J *see* Evans, J
- Goldacre, M J *see* Lambert, T W
- Goldie, J, Schwartz, L, McConnachie, A & Morrison, J. The impact of three years' ethics teaching, in an integrated medical curriculum, on students' proposed behaviour on meeting ethical dilemmas, 489
- Gonnella, J S *see* Hojat, M
- Gordon, J *see* Prideaux, D
- Gorter, S, Rethans, J-J, van der Heijde, D, Scherpbier, A, Houben, H, van der Vleuten, C & van der Linden, S. Reproducibility of clinical performance assessment in practice using incognito standardized patients, 827
- Gourgoulis, K *see* Koussidis, G A
- Gower, S *see* Wilkinson, T J
- Graham, C A & Scollon, D. Cardiopulmonary resuscitation training for undergraduate medical students, 296
- Grant, J *see* Cottrell, D
- Grant, J *see* Gale, R
- Gray, D P *see* Lings, P
- Gray, M *see* Webb, C
- Greco, M, Spike, N, Powell, R & Brownlea, A. Assessing communication skills of GP registrars: a comparison of GP and examiner ratings, 366
- Grobler, S *see* Treadwell, I
- Grol, R P T M *see* Kramer, A W M
- Gupta, T S *see* Hays, R
- Gutierrez, M C & Soto, R G. Alligator attack: an illustration of the impact of early clinical exposure, 1182
- Haaijer-Ruskamp, F *see* Denig, P
- Haak, R *see* Baldwin, W
- Hadfield-Jones, R S *see* Finucane, P M
- Haidet, P, Dains, J E, Paterniti, D A, Hechtel, L, Chang, T, Tseng, E &

- Rogers, J C. Medical student attitudes toward the doctor-patient relationship, 568
- Hall, K H. Reviewing intuitive decision-making and uncertainty, 216
- Handfield-Jones, R S, Mann, K V, Challis, M E, Hobma, S O, Klass, D J, McManus, I C, Paget, N S, Parboosingh, I J, Wade, W B & Wilkinson, T J. Linking assessment to learning: a new route to quality assurance in medical practice, 949
- Hanson, M *see* Hodges, B
- Harding, T W *see* Elger, B S
- Harrington, M *see* Wynn, P A
- Harris, P *see* Wilkinson, T J
- Harrison, S. Holding on to the philosophy and keeping the faith, 590
- Hart, R *see* Lancaster, T
- Harte, K *see* Christopher, D F
- Hassan, M Y *see* Das, M
- Hatala, R & Norman, G R. Adapting the Key Features Examination for a clinical clerkship, 160
- Hayes, T *see* Hutchinson, L
- Hays, R B, Davies, H A, Beard, J D, Caldon, L J M, Farmer, E A, Finucane, P M, McCrorie, P, Newble, D I, Schuwirth, L W T & Sibbald, G R. Selecting performance assessment methods for experienced physicians, 910
- Hays, R B, Jolly, B C, Caldon, L J M, McCrorie, P, McAvoy, P A, McManus, I C & Rethans, J-J. Is insight important? Measuring capacity to change performance, 965
- Hays, R, Spike, N, Gupta, T S, Hollins, J & Veitch, J. A performance assessment module for experienced general practitioners, 258
- Hays, R. Problems with problems in problem-based curricula, 790
- Heard, S *see* Paice, E
- Hechtel, L *see* Haidet, P
- van der Heijde, D *see* Gorter, S
- Hellquist, G *see* Brorsson, A
- Hennessy, E *see* Farrand, P
- Henry, R C *see* Mavis, B E
- Herzberg, J *see* Rutter, H
- Heylings, D J A. Anatomy 1999-2000: the curriculum, who teaches it and how?, 702
- Hobma, S O *see* Handfield-Jones, R S
- Hobma, S O *see* Wilkinson, T J
- Hodges, B, McNaughton, N, Regehr, G, Tiberius, R & Hanson, M. The challenge of creating new OSCE measures to capture the characteristics of expertise, 742
- Hoffman, J *see* Wilkes, M
- Hojat, M, Gonnella, J S, Mangione, S, Nasca, T J, Veloski, J J, Erdmann, J B, Callahan, C A & Magee, M. Empathy in medical students as related to academic performance, clinical competence and gender, 522
- Hollingshead, J *see* Shapiro, J
- Hollins, J *see* Hays, R
- Holmes, D *see* Stone, S
- Holmes, D. Eight years' experience of widening access to medical education, 979
- Hood, K *see* Rollnick, S
- Hosking, E-J & Albert, T. Bottom drawer papers: another waste of clinicians' time, 693
- Houben, H *see* Gorter, S
- van den Hout, H A *see* van Dalen, J
- Howe, A & Leinster, S. Evidence-based admissions may limit ambitions to widen access, 394
- Howe, A, Billingham, K & Walters, C. Helping tomorrow's doctors to gain a population health perspective - good news for community stakeholders, 325
- Howe, A *see* Davies, H
- Howe, A. Professional development in undergraduate medical curricula - the key to the door of a new culture?, 353
- Hudson, J N & Searle, J. Breaking out of your comfort zone!, 1163
- Hulsman, R L, Ros, W J G, Winnubst, J A M & Bensing, J M. The effectiveness of a computer-assisted instruction programme on communication skills of medical specialists in oncology, 125
- Humphris, G M. Communication skills knowledge, understanding and OSCE performance in medical trainees: a multivariate prospective study using structural equation modelling, 842
- Humphris, G *see* Crossley, J
- Hussain, F *see* Farrand, P
- Hutchinson, L, Aitken, P & Hayes, T. Are medical postgraduate certification processes valid? A systematic review of the published evidence, 73
- Iatridis, P G *see* Baldwin, W
- Irwin, M *see* Lam, T P
- Issenberg, S B & McGaghie, W C. Clinical skills training - practice makes perfect, 210
- Jackson, D *see* O'Carroll, R E
- Jackson, M. Back to the future: history and humanism in medical education, 506
- Jansen, J J M *see* Kramer, A W M
- Jasper, M *see* Webb, C
- Jenkinson, M. Medical student debt in the UK, 99
- Jolly, B & Spencer, J. The metric of medical education, 798
- Jolly, B C *see* Hays, R B
- Jolly, B C *see* Rethans, J-J
- Jolly, B *see* Cottrell, D
- Jolly, B *see* Crossley, J
- Jolly, B *see* Davies, H
- Jolly, B *see* Lawson, M
- Jolly, B *see* Martin, I G
- Jones, A, Mcardle, P J & O'Neill, P A. Perceptions of how well graduates are prepared for the role of pre-registration house officer: a comparison of outcomes from a traditional and an integrated PBL curriculum, 16
- Jones, M *see* Ali, B
- Jones, P *see* Sanson-Fisher, R W
- Jr, R M S *see* O'Hara, B S
- Kaigas, T M *see* Finucane, P M
- Kalliokoski, R *see* Taanila, A
- Karle, H. Global standards in medical education - an instrument in quality improvement, 604
- Karle, H. Global standards in medical education for better health care, 1116
- Kaufman, D M *see* Laidlaw, T S
- Kay-Lambkin, F, Pearson, S-A & Rolfe, I E. The influence of admissions variables on first year medical school performance: a study from Newcastle University, Australia, 154
- Kay-Lambkin, F *see* Pearson, S-A
- Kelton, G M *see* O'Hara, B S
- Kerkhofs, E *see* van Dalen, J
- Kidd, J *see* Kneebone, R
- Kilminster, S *see* Cottrell, D
- Kimball, H R *see* Norcini, J J
- Kinnersley, P *see* Rollnick, S
- Klass, D J *see* Handfield-Jones, R S
- Klass, D J *see* Melnick, D E
- Kneebone, R, Kidd, J, Nestel, D, Asvall, S, Paraskeva, P & Darzi, A. An innovative model for teaching and learning clinical procedures, 628
- Kneebone, R. Total internal reflection: an essay on paradigms, 514

- van Knippenberg-van den Berg, B W  
see van Dalen, J
- Koirala, S see Rani, M A N
- Kollias, K see Margariti, M M
- Kontaxakis, V P see Margariti, M M
- Korpio, A see Taanila, A
- Koussidis, G A, Avgerinos, E, Bellos, S & Gourgoulis, K. No debt for medical students in Greece, 626
- Kramer, A W M, Jansen, J J M, Zuihthoff, P, Düsman, H, Tan, L H C, Grol, R P T M & van der Vleuten, C P M. Predictive validity of a written knowledge test of skills for an OSCE in postgraduate training for general practice, 812
- Kras, J see Murray, D
- Kropiunigg, U, Pucher, I & Weckermann, M. Learning in groups: Teamshaping in the teaching of medical psychology, 334
- Lacy, N L see Steele, D J
- LaDuca, T see Farmer, E A
- LaDuca, T see Rethans, J-J
- Laidlaw, T S, MacLeod, H, Kaufman, D M, Langille, D B & Sargeant, J. Implementing a communication skills programme in medical school: needs assessment and programme change, 115
- Lam, T P, Irwin, M, Chow, L W C & Chan, P. Early introduction of clinical skills teaching in a medical curriculum, 233
- Lam, T-H see Leung, G M
- Lambert, T W & Goldacre, M J. Career destinations and views in 1998 of the doctors who qualified in the United Kingdom in 1993, 193
- Lambert, T W see Evans, J
- Lancaster, T, Hart, R & Gardner, S. Literature and medicine: evaluating a special study module using the nominal group technique, 1071
- Langan, S see Leggett, J
- Langille, D B see Laidlaw, T S
- Larivaara, P see Taanila, A
- Lawson, M & Jolly, B. Moving to the land of disease and pestilence, 1160
- Lee, A see Leung, G M
- Lee, P see Patil, N G
- Lee, T W R, Craig, A R, Ubhi, T & Reece, A. The hidden cost of Membership examinations, 395
- Leggett, J & Langan, S. SHO training in Northern Ireland, 99
- Leinster, S see Howe, A
- Leinster, S. Do what I say, not what I do, 113
- Lescop, J M J see Lew, S R
- Lescop, J M J see Schuwirth, L W T
- Leung, G M, Fielding, R, Chan, M-F, Lee, A, Cheng, Y-H, Yu, C & Lam, T-H. The development and evaluation of an integrated community-based, patient-centred learning activity at the University of Hong Kong, 992
- Lew, S R, Page, G G, Schuwirth, L W T, Barón-Maldonado, M, Lescop, J M J, Paget, N S, Southgate, L J & Wade, W B. Procedures for establishing defensible programmes for assessing practice performance, 936
- Lew, S R see Schuwirth, L W T
- Lew, S see Rethans, J-J
- Lewkonja, R. The functional relationships of medical schools and health services, 289
- Liddell, M J, Davidson, S K, Taub, H & Whitecross, L E. Evaluation of procedural skills training in an undergraduate curriculum, 1035
- Lievens, F, Coetsier, P, Fruyt, F D & Maeseneer, J D. Medical students' personality characteristics and academic performance: a five-factor model perspective, 1050
- van der Linden, S see Gorter, S
- Lingard, L, Reznick, R, DeVito, I & Espin, S. Forming professional identities on the health care team: discursive constructions of the 'other' in the operating room, 728
- Lings, P & Gray, D P. Professional development for general practitioners through fellowship by Assessment, 360
- Lipner, R S see Norcini, J J
- Lippell, S. Creativity and medical education, 519
- Lloyd-Williams, M. Senior house officers' experience of a six month post in a hospice, 45
- Loten, E G see Tavanaiepour, D
- Lovell, K L see Mavis, B E
- Lynch, T G see Steele, D J
- McAllister, J see Murray, D
- McAvoy, P A see Hays, R B
- McConnachie, A see Goldie, J
- McCrorie, P see Hays, R B
- McCrorie, P see Reeves, S
- McDonough, M & Marks, I M. Teaching medical students exposure therapy for phobia/panic - randomized, controlled comparison of face-to-face tutorial in small groups vs solo computer instruction, 412
- McGaghie, W C see Issenberg, S B
- McIlhenny, C & Orr, G. Standard setting in an objective structured clinical examination, 388
- McKeever, J A see Drury, N E
- McLachlan, J C. Testing learning theories: the NUL hypothesis, 1196
- McLaughlin, C see Morrison, E
- MacLeod, H see Laidlaw, T S
- McManus, I C see Handfield-Jones, R S
- McManus, I C see Hays, R B
- McMullan, M see Webb, C
- McMullen, S H P see Wells, T P E
- Macnaughton, J. 'Arts and humanities': a new section in *Medical Education*, 106
- Macnaughton, J. Research in Medical Humanities: time for a new paradigm?, 500
- McNaughton, N see Hodges, B
- McPherson, A see Rees, C
- Madden, L M see Mavis, B E
- Madianos, M see Margariti, M M
- Maeseneer, J D see Lievens, F
- Magee, M see Hojat, M
- Mangione, S see Hojat, M
- Mann, K V see Farmer, E A
- Mann, K V see Handfield-Jones, R S
- Mann, K see Prideaux, D
- Margariti, M M, Kontaxakis, V P, Madianos, M, Feretopoulos, G, Kollias, K, Paplos, K, Nikolaidis, N & Christodoulou, G N. Psychiatric education: a survey of Greek trainee psychiatrists, 622
- Marks, I M see McDonough, M
- Martin, I G & Jolly, B. Predictive validity and estimated cut score of an objective structured clinical examination (OSCE) used as an assessment of clinical skills at the end of the first clinical year, 418
- Martins, M A see Peterlini, M
- Mathers, J see Parry, J
- Mavis, B E & Henry, R C. Between a rock and a hard place: finding a place for the OSCE in medical education, 408
- Mavis, B E, Ogle, K S, Lovell, K L & Madden, L M. Medical students as standardized patients to assess interviewing skills for pain evaluation, 135
- McArdle, P J see Jones, A

- McKinlay, P *see* Prescott, L E  
 McManus, I C, Winder, B & Paice, E. How consultants, hospitals, trusts and deaneries affect pre-registration house officer posts: a multilevel model, 35  
 McManus, I C *see* Paice, E  
 Melnick, D E, Asch, D A, Blackmore, D E, Klass, D J & Norcini, J J. Conceptual challenges in tailoring physician performance assessment to individual practice, 931  
 Melville, C, Wall, D & Anderson, J. Paediatric training for family doctors: principals and practice, 449  
 Melvin, D G *see* Ercole, A  
 Milgrom, E *see* Wilkes, M  
 Miller, C *see* Webb, C  
 Moercke, A M & Eika, B. What are the clinical skills levels of newly graduated physicians? Self-assessment study of an intended curriculum identified by a Delphi process, 472  
 Mohammad, M *see* Parry, J  
 Morgan, P J & Cleave-Hogg, D. Comparison between medical students' experience, confidence and competence, 534  
 Morrison, E H *see* Shapiro, J  
 Morrison, E, McLaughlin, C & Rucker, L. Medical students' note-taking in a medical biochemistry course, 384  
 Morrison, J & Watt, G. External examining – a challenge for new curricula?, 308  
 Morrison, J *see* Goldie, J  
 Morrison, J. Developing research questions in medical education: the science and the art, 596  
 Moss, F *see* Paice, E  
 Mpofu, D J S *see* Das, M  
 Muijtjens, A M M *see* Verhoeven, B H  
 Murray, D, Boulet, J, Ziv, A, Woodhouse, J, Kras, J & McAllister, J. An acute care skills evaluation for graduating medical students: a pilot study using clinical simulation, 833  
 Murray, E. Challenges in educational research, 110  
 Nair, B *see* Finucane, P  
 Nandakumar, M *see* Parry, J  
 Nasca, T J *see* Hojat, M  
 Nattestad, A *see* Shanley, D B  
 Nendaz, M R & Bordage, G. Promoting diagnostic problem representation, 760  
 Nestel, D *see* Kneebone, R  
 Newble, D I *see* Hays, R B  
 Newble, D I *see* Roberts, C  
 Newble, D I *see* Wilkinson, T J  
 Newble, D *see* Davies, H  
 Nicholson, S. 'So you row, do you? You don't look like a rower' An account of medical students' experience of sexism, 1057  
 Nikolaidis, N *see* Margariti, M M  
 Noble, L M. Communication skills training: pragmatism versus proof, 108  
 Norcini, J J, Lipner, R S & Kimball, H R. Certifying examination performance and patient outcomes following acute myocardial infarction, 853  
 Norcini, J J *see* Melnick, D E  
 Norcini, J J *see* Prescott, L E  
 Norcini, J J *see* Rethans, J-J  
 Norman, G R *see* Hatala, R  
 Norman, G. Holding on to the Philosophy and keeping the faith, 102  
 Norman, G. Medical expertise and mashed potatoes, 1167  
 O'Carroll, R E, Whiten, S, Jackson, D & Sinclair, D W. Assessing the emotional impact of cadaver dissection on medical students, 550  
 Ogle, K S *see* Mavis, B E  
 O'Hara, B S, Jr, R M S, Zollinger, T W, Woolridge, J S, Kelton, G M, Ries, J S & Burba, J L. Students' experience with women's health care in a family medicine clerkship, 456  
 O'Neill, P A *see* Jones, A  
 O'Neill, P *see* Whitehouse, C R  
 Orgren, R *see* Stone, S  
 O'Rourke, A J *see* Roberts, C  
 Orr, G *see* McIlhenry, C  
 Owen, H & Plummer, J L. Improving learning of a clinical skill: the first year's experience of teaching endotracheal intubation in a clinical simulation facility, 635  
 Page, G G *see* Lew, S R  
 Page, G G *see* Rethans, J-J  
 Page, G G *see* Schuwirth, L W T  
 Paget, N S *see* Handfield-Jones, R S  
 Paget, N S *see* Lew, S R  
 Paget, N S *see* Schuwirth, L W T  
 Paice, E, Moss, F, Heard, S, Winder, B & McManus, I C. The relationship between pre-registration house officers and their consultants, 26  
 Paice, E, Rutter, H, Wetherell, M, Winder, B & McManus, I C. Stressful incidents, stress and coping strategies in the pre-registration house officer year, 56  
 Paice, E *see* McManus, I C  
 Paice, E *see* Rutter, H  
 Palensky, J E J *see* Steele, D J  
 Paplos, K *see* Margariti, M M  
 Paraskeva, P *see* Kneebone, R  
 Parboosingh, I J *see* Handfield-Jones, R S  
 Parboosingh, J T *see* Wilkinson, T J  
 Parboosingh, J *see* Dornan, T  
 Park, J K *see* West, D C  
 Parry, J, Mathers, J, Al-Fares, A, Mohammad, M, Nandakumar, M & Tsivos, D. Hostile teaching hospitals and friendly district general hospitals: final year students' views on clinical attachment locations, 1131  
 Patel, L, Buck, P, Dornan, T & Sutton, A. Child Health and Obstetrics-Gynaecology in a problem-based learning curriculum, 261  
 Paterniti, D A *see* Haidet, P  
 Patil, N G & Lee, P. Interactive logbooks for medical students: are they useful?, 672  
 Patil, N G. It's Christmas: time to get ready for examinations!, 1165  
 Peach, H & Barnett, N. Effect of an early rural placement on internship choices of medical students, 791  
 Pearson, S-A, Rolfe, I & Smith, T. Factors influencing prescribing: an intern's perspective, 781  
 Pearson, S-A *see* Kay-Lambkin, F  
 Pearson, S-A, Rolfe, I, Ringland, C & Kay-Lambkin, F. A comparison of practice outcomes of graduates from traditional and non-traditional medical schools in Australia, 985  
 Pee, B, Woodman, T, Fry, H & Davenport, E S. Appraising and assessing reflection in students' writing on a structured worksheet, 575  
 Pereira, J C R *see* Peterlini, M  
 Perkins, G D & Tweed, M J. The assessment tool is only as good as the assessors, 590  
 Perry, D *see* Reeves, S  
 Peterlini, M, Tibério, I F L C, Saadeh, A, Pereira, J C R & Martins, M A. Anxiety and depression in the first year of medical residency training, 66  
 Plummer, J L *see* Owen, H



- Pomeroy, J R *see* West, D C  
 Pope, C. No-one forgets a bad teacher, 5  
 Powell, R *see* Greco, M  
 Powell-Smith, E *see* Drury, N E  
 Prescott, L E, Norcini, J J, McKinlay, P & Rennie, J S. Facing the challenges of competency-based assessment of postgraduate dental training: Longitudinal Evaluation of Performance (LEP), 92  
 Prideaux, D & Bligh, J. Research in medical education: asking the right questions, 1114  
 Prideaux, D & Gordon, J. Can global co-operation enhance quality in medical education? Some lessons from an international assessment consortium, 404  
 Prideaux, D & Mann, K. In our Christmas stockings, 1151  
 Prideaux, D. Medical education research: is there virtue in eclecticism?, 502  
 Pucher, I *see* Kropiunigg, U  
 Qualters, D *see* Stone, S  
 Rani, M A N, Koirala, S, Das, B P & Rauniar, G P. A brief review of the pre-clinical curriculum of the BP Koirala institute of health sciences, Dharan, Nepal, 393  
 Rashbass, J *see* Ercole, A  
 Råstam, L *see* Brorsson, A  
 Rauniar, G P *see* Rani, M A N  
 Reece, A *see* Lee, T W R  
 Rees, C & Sheard, C. The relationship between medical students' attitudes towards communication skills learning and their demographic and education-related characteristics, 1017  
 Rees, C, Sheard, C & Davies, S. The development of a scale to measure medical students' attitudes towards communication skills learning: the Communication Skills Attitude Scale (CSAS), 141  
 Rees, C, Sheard, C & McPherson, A. Communication skills assessment: the perceptions of medical students at the University of Nottingham, 868  
 Rees, C. Information sheets and consent forms in medical education research, 392  
 Rees, M *see* Rollnick, S  
 Reeves, S, Freeth, D, McCrorie, P & Perry, D. 'It teaches you what to expect in the future...': interprofessional learning on a training ward for medical, nursing, occupational therapy and physiotherapy students, 337  
 Regan, J *see* Dixon-Woods, M  
 Regehr, G *see* Hodges, B  
 Rennie, J S *see* Prescott, L E  
 Rennie, S C & Crosby, J R. Students' perceptions of whistle blowing: implications for self-regulation A questionnaire and focus group survey, 173  
 Rethans, J-J *see* Gorter, S  
 Rethans, J-J, Norcini, J J, Barón-Maldonado, M, Blackmore, D, Jolly, B C, LaDuca, T, Lew, S, Page, G G & Southgate, L H. The relationship between competence and performance: implications for assessing practice performance, 901  
 Rethans, J-J *see* Hays, R B  
 Reznick, R *see* Lingard, L  
 Ries, J S *see* O'Hara, B S  
 Ringland, C *see* Pearson, S-A  
 Ringland, C *see* Sanson-Fisher, R W  
 Roberts, C, Newble, D I & O'Rourke, A J. Portfolio-based assessments in medical education: are they valid and reliable for summative purposes?, 899  
 Robertson, N *see* Dixon-Woods, M  
 Rogers, J C *see* Haidet, P  
 Rolfe, I E & Sanson-Fisher, R W. Translating learning principles into practice: a new strategy for learning clinical skills, 345  
 Rolfe, I E *see* Kay-Lambkin, F  
 Rolfe, I E *see* Sanson-Fisher, R W  
 Rolfe, I *see* Pearson, S-A  
 Rolfe, I *see* Pearson, S-A  
 Rollnick, S, Kinnersley, P & Butler, C. Context-bound communication skills training: development of a new method, 377  
 Rollnick, S, Seale, C, Kinnersley, P, Rees, M, Butler, C & Hood, K. Developing a new line of pattern: can doctors change their consultations for sore throat?, 678  
 Ros, W J G *see* Hulsman, R L  
 Rucker, L *see* Morrison, E  
 Rutter, H, Herzberg, J & Paice, E. Stress in doctors and dentists who teach, 543  
 Rutter, H *see* Paice, E  
 Saadeh, A *see* Peterlini, M  
 Sainsbury, R *see* Wilkinson, T J  
 de Saintonge, D M C. Knees up Dr Brown?, 1173  
 Saintonge, M C D *see* Sayer, M  
 de Saintonge, M C *see* Denig, P  
 Sandoval, J *see* West, D C  
 Sandroni, S. Practice into theory, 1001  
 Sanson-Fisher, R W, Rolfe, I E, Jones, P, Ringland, C & Agrez, M. Trialling a new way to learn clinical skills: systematic clinical appraisal and learning, 1028  
 Sanson-Fisher, R W *see* Rolfe, I E  
 Sargeant, J *see* Laidlaw, T S  
 Sayer, M M, Colvin, B T & Wood, D F. The Pastoral Pool: an evaluation of a new system of pastoral care provision, 651  
 Sayer, M, Saintonge, M C D, Evans, D & Wood, D. Support for students with academic difficulties, 643  
 Scherpbier, A J J A *see* van Dalen, J  
 Scherpbier, A J J A *see* Dolmans, D H J M  
 Scherpbier, A *see* Gorter, S  
 Scherpbier, A J J A *see* Verhoeven, B H  
 Scholes, J *see* Webb, C  
 Schuwirth, L W T, Southgate, L, Page, G G, Paget, N S, Lescop, J M J, Lew, S R, Wade, W B & Barón-Maldonado, M. When enough is enough: a conceptual basis for fair and defensible practice performance assessment, 925  
 Schuwirth, L W T *see* Hays, R B  
 Schuwirth, L W T *see* Lew, S R  
 Schuwirth, L W T. Professional development in undergraduate medical curricula from an assessment point of view, 312  
 Schuwirth, L. Can clinical reasoning be taught or can it only be learned?, 695  
 Schwartz, L *see* Goldie, J  
 Schwartz, P L *see* Tavanaiepour, D  
 Scollon, D *see* Graham, C A  
 Seabrook, M. Consequences of *Tomorrow's Doctors*, 790  
 Seale, C *see* Rollnick, S  
 Searle, J *see* Hudson, J N  
 Shanley, D B, Dowling, P A, Claffey, N & Nattestad, A. European convergence towards higher standards in dental education: the *DentEd* Thematic Network Project, 186  
 Shapiro, J, Hollingshead, J & Morrison, E H. Primary care resident, faculty, and patient views

- of barriers to cultural competence, and the skills needed to overcome them, 749
- Sheard, C *see* Rees, C
- Sibbald, G R *see* Hays, R B
- Sibbald, R G *see* Wilkinson, T J
- Sinclair, D W *see* O'Carroll, R E
- Slaytor, E K *see* Sullivan, E A
- Smee, S M & Blackmore, D.  
Authors' reply, 389
- Smith, P *see* Baldwin, W
- Smith, T *see* Pearson, S -A
- Sobral, D T. Cross-year peer tutoring experience in a medical school: conditions and outcomes for student tutors, 1064
- Soto, R G *see* Gutierrez, M C
- Southgate, L H *see* Rethans, J-J
- Southgate, L J *see* Lew, S R
- Southgate, L *see* Schuwirth, L W T
- Spencer, J A *see* Duffield, K E
- Spencer, J *see* Jolly, B
- Spike, N *see* Greco, M
- Spike, N *see* Hays, R
- Spike, N. Is medical postgraduate certification improving health outcomes?, 7
- Squires, G. Modelling medicine, 1077
- Stark, P. *Tomorrow's Doctors*: much quoted; but has it been fully implemented?, 212
- Steele, D J, Palensky, J E J, Lynch, T G, Lacy, N L & Duffy, S W.  
Learning preferences, computer attitudes, and student evaluation of computerised instruction, 225
- Steinman, R A & Blastos, M T. A trading-card game teaching about host defence, 1201
- Stewart, T S *see* Das, M
- Stone, S, Eilers, B, Holmes, D, Orgren, R, Qualters, D & Thompson, J. Identifying oneself as a teacher: the perceptions of preceptors, 180
- Sullivan, E A, Willcock, S, Ardzejewska, K & Slaytor, E K. A pre-employment programme for overseas-trained doctors entering the Australian workforce, 1997-99, 614
- Sutton, A *see* Patel, L
- Taanila, A, Larivaara, P, Korpio, A & Kalliokoski, R. Evaluation of a family-oriented continuing medical education course, 248
- Tan, L H C *see* Kramer, A W M
- Tarrant, M *see* Woloschuk, W
- Taub, H *see* Liddell, M J
- Tavanaiepour, D, Schwartz, P L & Loten, E G. Faculty opinions about a revised pre-clinical curriculum, 299
- Taylor, C L *see* Taylor, C M
- Taylor, C M, Wall, D W & Taylor, C L. Appraisal of doctors: problems with terminology and a philosophical tension, 667
- Taylor, D. A problem shared, 598
- Tekian, A *see* Anderson, B
- Tekian, A. Have newly graduated physicians mastered essential clinical skills?, 406
- Ten Cate, O T J *see* M Custers, E J F
- Thistlethwaite, J E. Making and sharing decisions about management with patients: the views and experiences of pre-registration house officers in general practice and hospital, 49
- Thomas, H *see* Bridges, S J
- Thompson, J *see* Stone, S
- Tiberius, R *see* Hodges, B
- Tibério, I F L C *see* Peterlini, M
- Tobin, M *see* Dixon-Woods, M
- Torgerson, C J. Educational research and randomised trials, 1002
- Treadwell, I, de Witt, T W & Grobler, S. The impact of a new educational strategy on acquiring neonatology skills, 441
- Tseng, E *see* Haidet, P
- Tsivos, D *see* Parry, J
- Tweed, M J *see* Perkins, G D
- Ubhi, T *see* Lee, T W R
- Veitch, J *see* Hays, R
- Veloski, J J *see* Hojat, M
- Verhoeven, B H, Verwijnen, G M, Scherpier, A J J A & van der Vleuten, C P M. Growth of medical knowledge, 711
- Verhoeven, B H, Verwijnen, G M, Muijtens, A M M, A Scherpier, A J J & van der Vleuten, C P M. Panel expertise for an Angoff standard setting procedure in progress testing: item writers compared to recently graduated students, 860
- Verwijnen, G M *see* van Dalen, J
- Verwijnen, G M *see* Verhoeven, B H
- van der Vleuten, C P M *see* Kramer, A W M
- van der Vleuten, C P M *see* M Dolmans, D H J
- van der Vleuten, C P M *see* van Dalen, J
- van der Vleuten, C P M *see* Verhoeven, B H
- van der Vleuten, C *see* Gorter, S
- Vogel, M & Wood, D F. Love it or hate it? Medical students' attitudes to computer-assisted learning, 214
- Wade, W B *see* Handfield-Jones, R S
- Wade, W B *see* Lew, S R
- Wade, W B *see* Schuwirth, L W T
- Wahlström, R *see* Denig, P
- Wakeford, R *see* Wilkinson, T J
- Wall, D W *see* Taylor, C M
- Wall, D *see* Melville, C
- Walters, C *see* Howe, A
- Ward, S J. Training of Doctors project, 587
- Watson, D A R & Chapman, K E.  
What do Australian junior doctors think of white coats?, 1209
- Watt, G *see* Morrison, J
- Webb, C, Endacott, R, Gray, M, Jasper, M, Miller, C, McMullan, M & Scholes, J. Models of portfolios, 897
- Weckenmann, M *see* Kropiunigg, U
- Wee, B *see* Field, D
- Wells, T P E, Byron, M A, McMullen, S H P & Birchall, M A. Disability teaching for medical students: disabled people contribute to curriculum development, 788
- West, D C, Park, J K, Pomeroy, J R & Sandoval, J. Concept mapping assessment in medical education: a comparison of two scoring systems, 820
- Wetherell, M *see* Paice, E
- Whitcross, L E *see* Liddell, M J
- Whitehouse, C R, O'Neill, P & Dorman, T. Building confidence for work as house officers: student experience in the final year of a new problem-based curriculum, 718
- Whiten, S *see* O'Carroll, R E
- Whittlestone, K D *see* Ercole, A
- Wilkes, M, Milgrom, E & Hoffman, J. Towards more empathic medical students: a medical student hospitalization experience, 528
- Wilkes, M. Students benefit from experience of hospitalization, 586
- Wilkinson, T J. Author's reply, 390
- Wilkinson, T J & Fontaine, S.  
Patients' global ratings of student competence Unreliable contamination or gold standard?, 1117
- Wilkinson, T J & Harris, P. The transition out of medical school - a qualitative study of the descriptions of borderline trainee interns, 466

- Wilkinson, T J, Challis, M, Hobma, S O, Newble, D I, Parboosingh, J T, Sibbald, R G & Wakeford, R. The use of portfolios for assessment of the competence and performance of doctors in practice, 918
- Wilkinson, T J, Gower, S & Sainsbury, R. The earlier, the better: the effect of early community contact on the attitudes of medical students to older people, 540
- Wilkinson, T J *see* Handfield-Jones, R S
- Willcock, S *see* Sullivan, E A
- Williams, N R *see* Wynn, P A
- Winder, B *see* McManus, I C
- Winder, B *see* Paice, E
- Winnubst, J A M *see* Hulsman, R L
- de Witt, T W *see* Treadwell, I
- Wolfhagen, H A P *see* Dolmans, D H J M
- Woloschuk, W & Tarrant, M. Does a rural educational experience influence students' likelihood of rural practice?, 241
- Wood, D F *see* Sayer, M M
- Wood, D F *see* Vogel, M
- Wood, D *see* Sayer, M
- Woodhouse, J *see* Murray, D
- Woodman, T *see* Pee, B
- Woolridge, J S *see* O'Hara, B S
- Wright, S M & Caresse, J A. Authors' reply, 391
- Wynn, P A, Aw, T -C, Williams, N R & Harrington, M. Teaching of occupational medicine to undergraduates in UK schools of medicine, 697
- Young, B *see* Dixon-Woods, M
- Yu, C *see* Leung, G M
- Ziv, A *see* Murray, D
- Zollinger, T W *see* O'Hara, B S
- Zuithoff, P *see* Kramer, A W M



## Subject index

- A
- A Learning Experience (ALE), Appraising and assessing reflection in students' writing on a structured worksheet 575
- AAMC 2001, Conference report 591
- Academic performance
- Empathy in medical students as related to academic performance, clinical competence and gender 522
  - Support for students with academic difficulties 643
  - Towards more empathic medical students: a medical student hospitalization experience 504, 528
- Accreditation Council for Graduate Medical Education, Doing it well: demonstrating general competencies for resident education utilising the ACGME *Toolbox of Assessment Methods* as a guide for implementation of an evaluation plan 1102
- Acute disease, Is there a problem with the problems in problem-based learning? 279: *letter* 790
- Adaptation
- Anxiety and depression in the first year of medical residency training 66
  - Relationship between pre-registration house officers and their consultants 26
  - Stressful incidents, stress and coping strategies in the pre-registration house officer year 56
- Admission tests
- Comparison of practice outcomes of graduates from traditional and non-traditional medical schools in Australia 985
  - Eight years' experience of widening access to medical education 979
  - Influence of admissions variables on first year medical school performance: a study from Newcastle University, Australia 154
  - see also* Medical school
- Admissions, Evidence-based admissions may limit ambitions to widen access: *letter* 394
- Ageing, The earlier, the better: the effect of early community contact on the attitudes of medical students to older people 540
- Agnosticism, Holding on to the philosophy and keeping the faith: *erratum* 102: *letter* 589
- Albanese, Mark, Face to face 1216
- Alligator attack, Alligator attack: an illustration of the impact of early clinical exposure 1182
- Anatomy
- Anatomy 1999–2000: the curriculum, who teaches it and how? 702
  - Integrated structure-function module for first year medical students: correlating anatomy, clinical medicine and radiology 1106
- Angoff standard, Panel expertise for an Angoff standard setting procedure in progress testing: item writers compared to recently graduated students 860
- Antibiotics, Developing a new line of patter: can doctors change their consultations for sore throat? 678
- Anxiety
- Anxiety and depression in the first year of medical residency training 66
  - see also* Stress
- Appraisal, Appraisal of doctors: problems with terminology and a philosophical tension 667
- 'Arts and Humanities', 'Arts and Humanities': A new section in *Medical Education*: *editorial* 106
- Asia-Pacific Conference, The Fourth Asia-Pacific Conference on PBL, Prince of Songkhla University, Haadyai, Songkhla, Thailand, 9–13 December 2002 597, 696
- Assessment
- Adapting the Key Features Examination for a clinical clerkship 160
  - Assessing communication skills of GP registrars: a comparison of patient and GP examiner ratings 366
  - Assessing health professionals 800
  - Assessing the performance of doctors in teams and systems 942
  - Assessment practices undermine self-confidence 310
  - Assessment tool is only as good as the assessors: *letter* 589
  - Between a rock and a hard place: finding a place for the OSCE in medical education 408
  - Can global co-operation enhance quality in medical education? Some lessons from an international assessment consortium: *editorial* 404
  - Communication skills assessment: the perceptions of medical students at the University of Nottingham 868
  - Communication skills training: pragmatism versus proof 108
  - Concept mapping assessment in medical education: a comparison of two scoring systems 820
  - Conceptual challenges in tailoring physician performance assessment to individual practice 931
  - Doing it well: demonstrating general competencies for resident education utilising the ACGME *Toolbox of Assessment Methods* as a guide for implementation of an evaluation plan 1102
  - Facing the challenges of competency-based assessment of postgraduate dental training: Longitudinal Evaluation of Performance (LEP) 92: *letter* 586
  - Generalisability: a key to unlock professional assessment 972
  - Have newly graduated physicians mastered essential clinical skills? 406
  - Implementing a communication skills programme in medical school: needs assessment and programme change 115
  - Influence of self-deception and impression management on surgeons' self-assessment scores 1094
  - Linking assessment to learning: a new route to quality assurance in medical practice 949
  - Metric of medical education: *editorial* 798
  - Models of portfolios 897
  - Performance assessment module for experienced general practitioners 258
  - Portfolio-based assessments in medical education: are they valid and reliable for summative purposes? 899

- Predictive validity and estimated cut score of an objective structured clinical examination (OSCE) used as an assessment of clinical skills at the end of the first clinical year 418
- Procedures for establishing defensible programmes for assessing practice performance 936
- Professional development for general practitioners through Fellowship by Assessment 360
- Relationship between competence and performance: implications for assessing practice performance 901
- Reproducibility of clinical performance assessment in practice using incognito standardized patients 827
- Selecting performance assessment methods for experienced physicians 910
- Student perceptions of tutor skills in problem-based learning tutorials 272
- Survey of medical students' views about the purposes and fairness of assessment 879
- Towards an acceptance of performance assessment 959
- Transition out of medical school - a qualitative study of descriptions of borderline trainee interns 466
- Use of portfolios for assessment of the competence and performance of doctors in practice 918
- What are the clinical skills levels of newly graduated physicians? Self-assessment study of an intended curriculum identified by a Delphi process 472
- When enough is enough: a conceptual basis for fair and defensible practice performance assessment 925
- see also* Clinical competence: Measurement: Professional competence
- Attending physicians, Values of attending physicians: an evidence-based analysis of the current challenges: *letter* 390, *author's reply* 391
- Attitude(s)
- Communication skills assessment: the perceptions of medical students at the University of Nottingham 868
- Development of a scale to measure medical students' attitudes towards communication skills learning: the Communication Skills Attitude Scale (CSAS) 141
- Earlier, the better: the effect of early community contact on the attitudes of medical students to older people 540
- Electronic learning portfolio for reflective continuing professional development 767
- Learning preferences, computer attitudes, and student evaluation of computerised instruction 225
- Love it or hate it? Medical students' attitudes to computer-assisted learning 214
- Medical student attitudes toward the doctor-patient relationship 568
- Medical students' attitudes towards and perception of the basic sciences: a comparison between students in the old and the new curriculum at the University Medical Center Utrecht, The Netherlands 1142
- Relationship between medical students' attitudes towards communication skills learning and their demographic and education-related characteristics 1017
- Serious, frightening and interesting conditions: differences in values and attitudes between first-year and final-year medical students 555
- Using electronic mail as a method of surveying medical students' opinions and attitudes: *letter* 392
- see also* Empathy
- Audio-visual equipment, Standardised audio-visual equipment to support the corporate identity of an integrated curriculum 1097
- Australia
- Comparison of practice outcomes of graduates from traditional and non-traditional medical schools in Australia 985
- Factors influencing prescribing: an intern's perspective 781
- Improving learning of a clinical skill: the first year's experience of teaching endotracheal intubation in a clinical simulation facility 635
- Influence of admissions variables on first year medical school performance: a study from Newcastle University, Australia 154
- Moving to the land of disease and pestilence 1160
- Pre-employment programme for overseas-trained doctors entering the Australian workforce, 1997-99 614
- Self-directed learning during community-based placements 1090
- Trialling a new way to learn clinical skills: systematic clinical appraisal and learning 1028
- What do Australian doctors think of white coats? 1209
- B
- Background, students', The relationship between medical students' attitudes towards communication skills learning and their demographic and education-related characteristics 1017
- Bad teacher, No-one forgets a bad teacher 5
- BaFä BaFä<sup>TM</sup>, BaFä BaFä<sup>TM</sup>: a cross-cultural simulation experience for medical educators and trainees 1102
- Basic sciences, Medical students' attitudes towards and perception of the basic sciences: a comparison between students in the old and the new curriculum at the University Medical Center Utrecht, The Netherlands 1142
- Bedside clinical teaching, What is happening to bedside clinical teaching? 1185
- Behaviour therapy, Teaching medical students exposure therapy for phobia/panic - randomized, controlled comparison of face-to-face tutorial in small groups vs. solo computer instruction 412
- Belgium, Medical students' personality characteristics and academic performance: a five-factor model perspective 1050
- Bereavement, Preparation for palliative care: teaching about death, dying and bereavement in UK medical schools 2000-2001 561
- Biochemical education, Voluntary student research groups in biochemical education 1091
- Body position, Knees up Dr Brown? 1173

- Bordage, Professor Georges, Face to face 687
- Borderline performance, Standard setting in an objective structured clinical examination: use of global ratings of borderline performance to determine the passing score: *letter* 388, *author's reply* 389, 390
- Borderline trainee interns, The transition out of medical school - a qualitative study of descriptions of borderline trainee interns 466
- Bottom drawer papers, Bottom drawer papers: another waste of clinicians' time 693
- Brazil
- Anxiety and depression in the first year of medical residency training 66
  - Cross-year peer tutoring experience in a medical school: conditions and outcomes for student tutors 1064
- Breast radiography, MammoEd: digital interactive breast imaging education 1103
- Brock University, Undergraduate training to expand regional health care: Med Experience Plus at Brock University 1108
- C
- Cadaver dissection, Assessing the emotional impact of cadaver dissection on medical students 550
- Canada
- Adapting the Key Features Examination for a clinical clerkship 160
  - Undergraduate training to expand regional health care: Med Experience Plus at Brock University 1108
- Cardiopulmonary resuscitation, Cardiopulmonary resuscitation training for undergraduate medical students: a five-year study 296
- Career choice
- Career destinations and views in 1998 of the doctors who qualified in the United Kingdom in 1993, 193
  - Does a rural educational experience influence students' likelihood of rural practice? Impact of student background and gender 241
  - Sci45: the development of a specialty choice inventory 659
- Catheterisation, Taking the skills lab onto the wards 1093
- Certification
- Are medical postgraduate certification processes valid? A systematic review of the published evidence 73
  - Is medical postgraduate certification improving health outcomes? 7
- Characteristics, students'
- Medical students' personality characteristics and academic performance: a five-factor model perspective 1050
  - Relationship between medical students' attitudes towards communication skills learning and their demographic and education-related characteristics 1017
- Cheating, Collusion detection in multiple choice examinations 166
- Child health
- Child health and obstetrics-gynaecology in a problem-based learning curriculum: accepting the limits of integration and the need for differentiation 261
  - see also* Paediatrics
- Chiropractors, Chiropractors' attitudes to, and perceptions of, the impact of continuing professional education on clinical practice 317
- Christmas
- Christmas Quiz 2002 1153
  - In our Christmas stockings 1151
  - It's Christmas: time to get ready for examinations! 1165
- Chronic disease, Is there a problem with the problems in problem-based learning? 279: *letter* 790
- Clinical attachment locations, Hostile teaching hospitals and friendly district general hospitals: final year students' views on clinical attachment locations 1131
- Clinical clerkship
- Adapting the Key Features Examination for a clinical clerkship 160
  - Does a rural educational experience influence students' likelihood of rural practice? Impact of student background and gender 241
- Clinical competence
- Acute care skills evaluation for graduating medical students: a pilot study using clinical simulation 833
  - Alligator attack: an illustration of the impact of early clinical exposure 1182
- Appraisal of doctors: problems with terminology and a philosophical tension 667
- Assessing the performance of doctors in teams and systems 942
- BaFá BaFá<sup>TM</sup>: a cross-cultural simulation experience for medical educators and trainees 1102
- Between a rock and a hard place: finding a place for the OSCE in medical education 408
- Building confidence for work as house officers: student experience in the final year of a new problem-based curriculum 718
- Can clinical reasoning be taught or can it only be learned? 695
- Challenge of creating new OSCE measures to capture the characteristics of expertise 742
- Clinical skills training - practice makes perfect 210
- Conceptual challenges in tailoring physician performance assessment to individual practice 931
- Doing it well: demonstrating general competencies for resident education utilising the ACGME *Toolbox of Assessment Methods* as a guide for implementation of an evaluation plan 1102
- Early introduction of clinical skills teaching in a medical curriculum - factors affecting students' learning 233
- Empathy in medical students as related to academic performance, clinical competence and gender 522
- Evaluation of procedural skills training in an undergraduate curriculum 1035
- Growth of medical knowledge 711
- Have newly graduated physicians mastered essential clinical skills? 406
- Hostile teaching hospitals and friendly district general hospitals: final year students' views on clinical attachment locations 1131
- Improving learning of a clinical skill: the first year's experience of teaching endotracheal intubation in a clinical simulation facility 635
- Innovative model for teaching and learning clinical procedures 628

- Is insight important? Measuring capacity to change performance 965
- Linking assessment to learning: a new route to quality assurance in medical practice 949
- Medical students' personality characteristics and academic performance: a five-factor model perspective 1050
- Metric of medical education: *editorial* 798
- Modelling medicine 1077
- Models of portfolios 897
- Patients' global ratings of student competence. Unreliable contamination or gold standard? 1117
- Perceiving clinical evidence 1189
- Portfolio-based assessments in medical education: are they valid and reliable for summative purposes? 899
- Predictive validity and estimated cut score of an objective structured clinical examination (OSCE) used as an assessment of clinical skills at the end of the first clinical year 418
- Predictive validity of a written knowledge test of skills for an OSCE in postgraduate training for general practice 812
- Procedures for establishing defensible programmes for assessing practice performance 936
- Promoting diagnostic problem representation 760
- Relationship between competence and performance: implications for assessing practice performance 901
- Reproducibility of clinical performance assessment in practice using incognito standardized patients 827
- Selecting performance assessment methods for experienced physicians 910
- Students' perceptions of relationships between some educational variables in the out-patient setting 735
- Towards an acceptance of performance assessment 959
- Towards more empathic medical students: a medical student hospitalization experience 504, 528
- Translating learning principles into practice: a new strategy for learning clinical skills 345
- Trialling a new way to learn clinical skills: systematic clinical appraisal and learning 1028
- Use of portfolios for assessment of the competence and performance of doctors in practice 918
- Value of clinical judgement analysis for improving the quality of doctors' prescribing decisions 770
- What are the clinical skills levels of newly graduated physicians? Self-assessment study of an intended curriculum identified by a Delphi process 472
- When enough is enough: a conceptual basis for fair and defensible practice performance assessment 925  
*see also* Assessment: Measurement: Professional competence
- Clinical medicine, An integrated structure-function module for first year medical students: correlating anatomy, clinical medicine and radiology 1106
- Collusion, Collusion detection in multiple choice examinations 166
- Communication skills
- Assessing communication skills of GP registrars: a comparison of patient and GP examiner ratings 366
  - Assessment practices undermine self-confidence 310
  - Communication skills assessment: the perceptions of medical students at the University of Nottingham 868
  - Communication skills knowledge, understanding and OSCE performance in medical trainees: a multivariate prospective study using structural equation modelling 842
  - Communication skills training: pragmatism versus proof 108
  - Context-bound communication skills training: development of a new method 377
  - Developing communication skills for pharmacist-led clinics 1092
  - Development of a scale to measure medical students' attitudes towards communication skills learning: the Communication Skills Attitude Scale (CSAS) 141
  - Effectiveness of a computer-assisted instruction programme on communication skills of medical specialists in oncology 125
- Forming professional identities on the health care team: discursive constructions of the 'other' in the operating room 728
- Implementing a communication skills programme in medical school: needs assessment and programme change 115
- Innovative model for teaching and learning clinical procedures 628
- Physician communication skills training: a review of theoretical backgrounds, objectives and skills 1004
- Practice into theory: *editorial* 1001
- Pre-employment programme for overseas-trained doctors entering the Australian workforce, 1997-99 614
- Predicting communication skills with a paper-and-pencil test 148
- Primary care resident, faculty, and patient views of barriers to cultural competence, and the skills needed to overcome them 749
- Through the Patient's Eyes 1104
- Community-based medical education, The development and evaluation of an integrated community-based, patient-centred learning activity at the University of Hong Kong 992
- Community-based placements, Self-directed learning during community-based placements 1090
- Community-based teaching, Helping tomorrow's doctors to gain a population health perspective - good news for community stakeholders 325
- Community contact, The earlier, the better: the effect of early community contact on the attitudes of medical students to older people 540
- Competency-based assessment, Facing the challenges of competency-based assessment of postgraduate dental training: Longitudinal Evaluation of Performance (LEP) 92: *letter* 586
- Computer-assisted learning
- Effectiveness of a computer-assisted instruction programme on communication skills of medical specialists in oncology 125
  - Learning preferences, computer attitudes, and student

- evaluation of computerised instruction 225
- Love it or hate it? Medical students' attitudes to computer-assisted learning 214
- Teaching medical students exposure therapy for phobia/panic - randomized, controlled comparison of face-to-face tutorial in small groups vs. solo computer instruction 412
- Computers, Virtual handouts for handheld computers 1101
- Conan Doyle, Sir Arthur, The case of the missing lawyer (as if anyone cares), with apologies (this time) to Sir Arthur Conan Doyle 1155
- Concept mapping, Concept mapping assessment in medical education: a comparison of two scoring systems 820
- Confidence, Comparison between medical students' experience, confidence and competence 534
- Conflict, Conquering conflict in medicine 1105
- Consent forms, Information sheets and consent forms in medical education research: *letter* 392
- Consultants
- How consultants, hospitals, trusts and deaneries affect pre-registration house officer posts: a multilevel model 35
  - Relationship between pre-registration house officers and their consultants 26
- Continuing professional development
- Assessing communication skills of GP registrars: a comparison of patient and GP examiner ratings 366
  - Assessment practices undermine self-confidence 310
  - Chiropractors' attitudes to, and perceptions of, the impact of continuing professional education on clinical practice 317
  - Electronic learning portfolio for reflective continuing professional development 767
  - Linking assessment to learning: a new route to quality assurance in medical practice 949
  - Professional development for general practitioners through Fellowship by Assessment 360
  - Professional development in undergraduate medical curricula - the key to the door of a new culture? 353
  - Professional development in undergraduate medical curricula from an assessment point of view 312
  - Senior house officers' experience of a six month post in a hospice 45
  - Views of junior doctors on the specialist registrar (SpR) training scheme: qualitative study of UK medical graduates 1122
  - see also* Assessment: Clinical competence: Quality of health care
- Coping strategies, Stressful incidents, stress and coping strategies in the pre-registration house officer year 56
- Cost, The hidden cost of Membership examinations: *letter* 395
- Creativity, Creativity and medical education 519
- Cross-cultural simulation experience, BaFá BaFá<sup>TM</sup>: a cross-cultural simulation experience for medical educators and trainees 1102
- Cross-year peer tutoring, Cross-year peer tutoring experience in a medical school: conditions and outcomes for student tutors 1064
- Cultural competence, BaFá BaFá<sup>TM</sup>: a cross-cultural simulation experience for medical educators and trainees 1102
- Culture, Primary care resident, faculty, and patient views of barriers to cultural competence, and the skills needed to overcome them 749
- Curriculum
- Brief review of the pre-clinical curriculum of the BP Koirala Institute of Health Sciences, Dharan, Nepal: *letter* 393
  - Clinical skills training - practice makes perfect 210
  - Cross-year peer tutoring experience in a medical school: conditions and outcomes for student tutors 1064
  - Development and evaluation of an integrated community-based, patient-centred learning activity at the University of Hong Kong 992
  - Early introduction of clinical skills teaching in a medical curriculum - factors affecting students' learning 233
  - Eight years' experience of widening access to medical education 979
  - External examining - a challenge for new curricula? *editorial* 308
  - Faculty opinions about a revised pre-clinical curriculum 299
  - History of curriculum reform: the Sherbrooke story: *editorial* 896
  - Implementation of *Tomorrow's Doctors* 282: *letter* 790
  - Interactive logbooks for medical students: are they useful? 672
  - Medical students' attitudes towards and perception of the basic sciences: a comparison between students in the old and the new curriculum at the University Medical Center Utrecht, The Netherlands 1142
  - Modelling medicine 1077
  - Perceptions of how well graduates are prepared for the role of pre-registration house officer: a comparison of outcomes from a traditional and an integrated PBL curriculum 16
  - Professional development in undergraduate medical curricula - the key to the door of a new culture? 353
  - Professional development in undergraduate medical curricula from an assessment point of view 312
  - Reviewing intuitive decision-making and uncertainty: the implications for medical education 216
  - Standardised audio-visual equipment to support the corporate identity of an integrated curriculum 1097
  - Support for students with academic difficulties 643
- D
- Death, Preparation for palliative care: teaching about death, dying and bereavement in UK medical schools 2000-2001 561
- Debt, Medical student debt in the UK: *letter* 99
- Decision making
- Adapting the Key Features Examination for a clinical clerkship 160
  - Making and sharing decisions about management with patients: the views and experiences of pre-registration house officers in general practice and hospital 49
  - Reviewing intuitive decision-making and uncertainty: the



- implications for medical education 216
- Value of clinical judgement analysis for improving the quality of doctors' prescribing decisions 770
- Delphi process
  - Have newly graduated physicians mastered essential clinical skills? 406
  - What are the clinical skills levels of newly graduated physicians? Self-assessment study of an intended curriculum identified by a Delphi process 472
- Dental training, Facing the challenges of competency-based assessment of postgraduate dental training: Longitudinal Evaluation of Performance (LEP) 92: *letter* 586
- Dentistry
  - Appraising and assessing reflection in students' writing on a structured worksheet 575
  - European convergence towards higher standards in dental education: the *DentEd* Thematic Network Project 186
- Dentists, Stress in doctors and dentists who teach 543
- Depression
  - Anxiety and depression in the first year of medical residency training 66
  - see also* Stress
- Diabetes mellitus, An electronic learning portfolio for reflective continuing professional development 767
- Diagnosis
  - Can clinical reasoning be taught or can it only be learned? 695
  - Certifying examination performance and patient outcomes following acute myocardial infarction 853
  - Perceiving clinical evidence 1189
  - Promoting diagnostic problem representation 760
- Digital interactive breast imaging education, MammoEd: digital interactive breast imaging education 1103
- Disability teaching, Disability teaching for medical students: disabled people contribute to curriculum development: *letter* 788
- Disease, Serious, frightening and interesting conditions: differences in values and attitudes between first-year and final-year medical students 555
- Dissection, Assessing the emotional impact of cadaver dissection on medical students 550
- District general hospitals, Hostile teaching hospitals and friendly district general hospitals: final year students' views on clinical attachment locations 1131
- Doctor parents, The relationship between medical students' attitudes towards communication skills learning and their demographic and education-related characteristics 1017
- Doctor-patient relationship *see* Physician-patient relations
- Doctors, Stress in doctors and dentists who teach 543
- Drugs
  - Factors influencing prescribing: an intern's perspective 781
  - Value of clinical judgement analysis for improving the quality of doctors' prescribing decisions 770
- Dying, Preparation for palliative care: teaching about death, dying and bereavement in UK medical schools 2000-2001 561
- E
  - Early community contact, The earlier, the better: the effect of early community contact on the attitudes of medical students to older people 540
- Eclecticism, Medical education research: is there virtue in eclecticism? *editorial* 502
- Education
  - Challenges in education research 110
  - Relationship between medical students' attitudes towards communication skills learning and their demographic and education-related characteristics 1017
  - Students' perceptions of relationships between some educational variables in the out-patient setting 735
  - see also* Medical education: Public health education
- Electronic learning portfolio, An electronic learning portfolio for reflective continuing professional development 767
- Electronic mail, Using electronic mail as a method of surveying medical students' opinions and attitudes: *letter* 392
- Empathy
  - Empathy in medical students as related to academic performance, clinical competence and gender 522
  - Practice into theory: *editorial* 1001
  - Students benefit from experience of hospitalization: *letter* 586
  - Towards more empathic medical students: a medical student hospitalization experience 504, 528
- Endotracheal intubation, Improving learning of a clinical skill: the first year's experience of teaching endotracheal intubation in a clinical simulation facility 635
- England, Breaking out of your comfort zone! 1163
- Erratum 102
- Ethics
  - Bringing medical ethics to life: an educational programme using standardised patients 1100
  - Do what I say, not what I do 113
  - Ethics approval for research in medical education: *letter* 394
  - Ethics of teamwork in an interprofessional undergraduate setting 1096
  - Impact of three years' ethics teaching, in an integrated medical curriculum, on students' proposed behaviour on meeting ethical dilemmas 489
  - Students' perceptions of whistle blowing: implications for self-regulation. A questionnaire and focus group survey 173
  - Terminally ill patients and Jehovah's Witnesses: teaching acceptance of patients' refusals of vital treatments 479
- Evaluation *see* Assessment
- Evidence-based education, Challenges in education research 110
- Evidence-based medicine
  - Evidence-based admissions may limit ambitions to widen access: *letter* 394
  - Metric of medical education: *editorial* 798
  - Modelling medicine 1077
  - Perceiving clinical evidence 1189
  - Values of attending physicians: an evidence-based analysis of the current challenges: *letter* 390, *author's reply* 391

- Examinations, Standard setting in an objective structured clinical examination: use of global ratings of borderline performance to determine the passing score: *letter* 388, *author's reply* 389, 390
- External examining, External examining - a challenge for new curricula? *editorial* 308
- F**
- Face to face  
 Albanese, Mark 1216  
 Bordage, Georges 687  
 Hays, Richard 889  
 Howe, Amanda 794  
 Jolly, Brian 397  
 Searle, Judy 200  
 Wilkes, Michael 996
- Family practice  
 Assessing communication skills of GP registrars: a comparison of patient and GP examiner ratings 366  
 Assessment practices undermine self-confidence 310  
 Career destinations and views in 1998 of the doctors who qualified in the United Kingdom in 1993, 193  
 Context-bound communication skills training: development of a new method 377  
 Evaluation of a family-oriented continuing medical education course for general practitioners 248  
 Making and sharing decisions about management with patients: the views and experiences of pre-registration house officers in general practice and hospital 49  
 Paediatric training for family doctors: principals and practice 449  
 Performance assessment module for experienced general practitioners 258  
 Predictive validity of a written knowledge test of skills for an OSCE in postgraduate training for general practice 812  
 Professional development for general practitioners through Fellowship by Assessment 360  
 Students' experience with women's health care in a family medicine clerkship 456  
 Training post in women's health care for GP registrars 1098
- What is effective supervision and how does it happen? A critical incident study 1042
- Fears, Serious, frightening and interesting conditions: differences in values and attitudes between first-year and final-year medical students 555
- Fellowships  
 Assessment practices undermine self-confidence 310  
 Professional development for general practitioners through Fellowship by Assessment 360
- Forensic medicine, Teaching of forensic medicine in the undergraduate curriculum in Sri Lanka: bridging the gap between theory and practice 1089
- Fraud, scientific  
 Do what I say, not what I do 113  
 Students' perceptions of whistle blowing: implications for self-regulation. A questionnaire and focus group survey 173
- Front cover, Seeing what develops: *editorial* 4
- Future, Back to the future: history and humanism in medical education 506
- G**
- Gender  
 Does a rural educational experience influence students' likelihood of rural practice? Impact of student background and gender 241  
 Empathy in medical students as related to academic performance, clinical competence and gender 522  
 Relationship between medical students' attitudes towards communication skills learning and their demographic and education-related characteristics 1017  
 'So you row, do you? You don't look like a rower'. An account of medical students' experience of sexism 1057
- General Medical Council, *Tomorrow's Doctors*: much quoted; but has it been fully implemented? 212
- General practice, practitioners *see* Family practice
- Generalisability, Generalisability: a key to unlock professional assessment 972
- Global co-operation, Can global co-operation enhance quality in medical education? Some lessons from an international assessment consortium: *editorial* 404
- Global medical education  
 Facing up to the realities of global medical education in the 21st century 600  
 Global pipeline: too narrow, too wide or just right? 606  
 Global standards in medical education - an instrument in quality improvement 604  
 Global standards in medical education for better health care 1116  
 Point: Global standards in medical education - what are the objectives? 602
- Greece  
 No debt for medical students in Greece 626  
 Psychiatric education: a survey of Greek trainee psychiatrists 622
- Guessing, Misinformation, partial knowledge and guessing in true/false tests 805
- H**
- Handheld computers, Virtual handouts for handheld computers 1101
- Harry Potter, What can clinical teachers learn from *Harry Potter and the Philosopher's Stone*? 1176
- Hays, Richard, Face to face 889
- Health care, Undergraduate training to expand regional health care: Med Experience Plus at Brock University 1108
- Health care delivery, Primary care resident, faculty, and patient views of barriers to cultural competence, and the skills needed to overcome them 749
- Health professionals, Assessing health professionals 800
- History, Back to the future: history and humanism in medical education 506
- Hong Kong  
 Development and evaluation of an integrated community-based, patient-centred learning activity at the University of Hong Kong 992  
 Interactive logbooks for medical students: are they useful? 672  
 It's Christmas: time to get ready for examinations! 1165
- Hospice  
 Senior house officers' experience of a six month post in a hospice 45 *see also* Death: Dying

- Hospital management, A special study module in hospital management 1092
- Hospital staff, How consultants, hospitals, trusts and deaneries affect pre-registration house officer posts: a multilevel model 35
- Hospitalization  
Students benefit from experience of hospitalization: *letter* 586  
Towards more empathic medical students: a medical student hospitalization experience 504, 528
- Hospitals, Making and sharing decisions about management with patients: the views and experiences of pre-registration house officers in general practice and hospital 49
- Host defence, A trading-card game teaching about host defence 1201
- House officers  
Building confidence for work as house officers: student experience in the final year of a new problem-based curriculum 718  
Factors influencing prescribing: an intern's perspective 781  
Values of attending physicians: an evidence-based analysis of the current challenges: *letter* 390, *author's reply* 391  
*see also* Pre-registration house officer: Senior house officer
- Howe, Amanda, Face to face 794
- Humanism, Back to the future: history and humanism in medical education 506
- Humanities  
'Arts and Humanities': A new section in *Medical Education*: *editorial* 106  
Reflections on the humanities in medical education 508  
Research in medical humanities: is it time for a new paradigm? *editorial* 500  
Total internal reflection: an essay on paradigms 514
- I
- Impression management, The influence of self-deception and impression management on surgeons' self-assessment scores 1094
- In this issue 1, 105, 205, 307, 403, 499, 595, 691, 797, 895, 999, 1113
- Information sheets, Information sheets and consent forms in medical education research: *letter* 392
- Injections, giving, technique, Evaluation of procedural skills training in an undergraduate curriculum 1035
- Interdepartmental relations, The functional relationships of medical schools and health services 289
- Interesting conditions, Serious, frightening and interesting conditions: differences in values and attitudes between first-year and final-year medical students 555
- International cooperation  
Can global co-operation enhance quality in medical education? Some lessons from an international assessment consortium: *editorial* 404  
Facing up to the realities of global medical education in the 21st century 600  
Global pipeline: too narrow, too wide or just right? 606  
Global standards in medical education - an instrument in quality improvement 604  
Point: Global standards in medical education - what are the objectives? 602  
Pre-employment programme for overseas-trained doctors entering the Australian workforce, 1997-99 614
- Internship and residency *see* House officers
- Interpersonal relations, An innovative model for teaching and learning clinical procedures 628
- Interprofessional relations  
Forming professional identities on the health care team: discursive constructions of the 'other' in the operating room 728  
*see also* Teamwork (teams, teamshaping)
- Intuition, Reviewing intuitive decision-making and uncertainty: the implications for medical education 216
- J
- Jehovah's Witnesses, Terminally ill patients and Jehovah's Witnesses: teaching acceptance of patients' refusals of vital treatments 479
- Jolly, Brian, Face to face 397
- Junior doctors, Views of junior doctors on the specialist registrar (SpR) training scheme: qualitative study of UK medical graduates 1122
- K
- Key Features Examination, Adapting the Key Features Examination for a clinical clerkship 160
- Knowledge, Growth of medical knowledge 711
- L
- Latin, Medical practitioners' knowledge of Latin 1175
- Lawyer, missing, The case of the missing lawyer (as if anyone cares), with apologies (this time) to Sir Arthur Conan Doyle 1155
- Learning  
Appraising and assessing reflection in students' writing on a structured worksheet 575  
Clinical skills training - practice makes perfect 210  
Early introduction of clinical skills teaching in a medical curriculum - factors affecting students' learning 233  
Improving student learning: *editorial* 692  
Linking assessment to learning: a new route to quality assurance in medical practice 949  
Testing learning theories: the NUL hypothesis 1196  
Translating learning principles into practice: a new strategy for learning clinical skills 345
- Lecture notes, Medical students' note-taking in a medical biochemistry course: an initial exploration 384
- Leg position, Knees up Dr Brown? 1173
- Length of stay, Certifying examination performance and patient outcomes following acute myocardial infarction 853
- Literature, Literature and medicine: evaluating a special study module using the nominal group technique 1071
- Loans, No debt for medical students in Greece 626
- Logbooks, Interactive logbooks for medical students: are they useful? 672
- M
- MammoEd, MammoEd: digital interactive breast imaging education 1103

- Management  
 Conquering conflict in medicine 1105  
 Special study module in hospital management 1092  
 Mashed potatoes, Medical expertise and mashed potatoes 1167  
 Masserman, Christine McGuire, In memoriam 208  
 Measurement  
 Acute care skills evaluation for graduating medical students: a pilot study using clinical simulation 833  
 Certifying examination performance and patient outcomes following acute myocardial infarction 853  
 Concept mapping assessment in medical education: a comparison of two scoring systems 820  
 Generalisability: a key to unlock professional assessment 972  
 Metric of medical education: *editorial* 798  
 Misinformation, partial knowledge and guessing in true/false tests 805  
 Survey of medical students' views about the purposes and fairness of assessment 879  
*see also* Assessment: Clinical competence; Professional competence  
 Medical biochemistry, Medical students' note-taking in a medical biochemistry course: an initial exploration 384  
 Medical education  
 Back to the future: history and humanism in medical education 506  
 Functional relationships of medical schools and health services 289  
 Implementation of *Tomorrow's Doctors* 282: *letter* 790  
 Medical education research: is there virtue in eclecticism? *editorial* 502  
 Music and medical education 1169  
 Reflections on the humanities in medical education 508  
*Tomorrow's Doctors*: extending the role of public health medicine in medical education: *editorial* 206  
*Tomorrow's Doctors*: much quoted; but has it been fully implemented? 212  
 Medical expertise, Medical expertise and mashed potatoes 1167  
 Medical history taking  
 Can clinical reasoning be taught or can it only be learned? 695  
 Promoting diagnostic problem representation 760  
 Medical humanities  
 'Arts and Humanities': A new section in *Medical Education*: *editorial* 106  
 Research in medical humanities: is it time for a new paradigm? *editorial* 500  
 The resident as teacher of medical humanities 1099  
*see also* Humanities  
 Medical knowledge, Growth of medical knowledge 711  
 Medical school  
 Comparison of practice outcomes of graduates from traditional and non-traditional medical schools in Australia 985  
 Eight years' experience of widening access to medical education 979  
 Functional relationships of medical schools and health services 289  
 Implementation of *Tomorrow's Doctors* 282: *letter* 790  
 Influence of admissions variables on first year medical school performance: a study from Newcastle University, Australia 154  
*Tomorrow's Doctors*: extending the role of public health medicine in medical education: *editorial* 206  
*Tomorrow's Doctors*: much quoted; but has it been fully implemented? 212  
*see also* Admission tests  
 Medical students  
 Comparison between medical students' experience, confidence and competence 534  
 Improving student learning: *editorial* 692  
 Medical student debt in the UK: *letter* 99  
 Medical students as standardized patients to assess interviewing skills for pain evaluation 135  
 Pastoral Pool: an evaluation of a new system of pastoral care provision 651  
 Problem shared 598  
 Student perceptions of tutor skills in problem-based learning tutorials 272  
 Students benefit from experience of hospitalization: *letter* 586  
 Support for students with academic difficulties 643  
 Towards more empathic medical students: a medical student hospitalization experience 504, 528  
 Using electronic mail as a method of surveying medical students' opinions and attitudes: *letter* 392  
 Medical training *see* Teachers (teaching): Training  
 Membership examinations, The hidden cost of Membership examinations: *letter* 395  
 Memory/recall, The efficacy of the 'mind map' study technique 426  
 Mental health, 'Whose life is it anyway?' An innovative course on mental health issues 1094  
 Mentors  
 Alligator attack: an illustration of the impact of early clinical exposure 1182  
 How to enjoy your mentee's success and learn from it 1214  
 Metric of medical education, *editorial* 798  
 'Mind map' study, The efficacy of the 'mind map' study technique 426  
 Misinformation, Misinformation, partial knowledge and guessing in true/false tests 805  
 Missing lawyer, The case of the missing lawyer (as if anyone cares), with apologies (this time) to Sir Arthur Conan Doyle 1155  
 Modelling medicine 1077  
 Multiple choice examinations, Collusion detection in multiple choice examinations 166  
 Multiple choice questions, Misinformation, partial knowledge and guessing in true/false tests 805  
 Music, Music and medical education 1169  
 Myocardial infarction, Certifying examination performance and patient outcomes following acute myocardial infarction 853  
 N  
 Nasty unpalatable learning, Testing learning theories: the NUL hypothesis 1196  
 National Health Service  
 Helping tomorrow's doctors to gain a population health perspective - good news for community stakeholders 325  
 How consultants, hospitals, trusts and deaneries affect pre-registration house officer posts: a multilevel model 35

- Tomorrow's Doctors*: extending the role of public health medicine in medical education: *editorial* 206
- Needlestick injuries, Evaluation of procedural skills training in an undergraduate curriculum 1035
- Needs assessment
- Communication skills training: pragmatism versus proof 108
- Implementing a communication skills programme in medical school: needs assessment and programme change 115
- Neonatal resuscitation skills, The assessment tool is only as good as the assessors: *letter* 589
- Neonatology, The impact of a new educational strategy on acquiring neonatology skills 441
- Nepal, A brief review of the pre-clinical curriculum of the BP Koirala Institute of Health Sciences, Dharan, Nepal: *letter* 393
- Netherlands
- Medical students' attitudes towards and perception of the basic sciences: a comparison between students in the old and the new curriculum at the University Medical Center Utrecht, The Netherlands 1142
- Predicting communication skills with a paper-and-pencil test 148
- Reproducibility of clinical performance assessment in practice using incognito standardized patients 827
- Newly graduated physicians
- Have newly graduated physicians mastered essential clinical skills? 406
- What are the clinical skills levels of newly graduated physicians? Self-assessment study of an intended curriculum identified by a Delphi process 472
- Non-traditional medical schools, A comparison of practice outcomes of graduates from traditional and non-traditional medical schools in Australia 985
- Northern Ireland, SHO training in Northern Ireland: *letter* 99
- Note-taking, Medical students' note-taking in a medical biochemistry course: an initial exploration 384
- NUL hypothesis, Testing learning theories: the NUL hypothesis 1196
- O
- Obituary, Christine McGuire Masserman 208
- Objective structured clinical examination
- Between a rock and a hard place: finding a place for the OSCE in medical education 408
- Challenge of creating new OSCE measures to capture the characteristics of expertise 742
- Communication skills knowledge, understanding and OSCE performance in medical trainees: a multivariate prospective study using structural equation modelling 842
- Knees up Dr Brown? 1173
- Predictive validity and estimated cut score of an objective structured clinical examination (OSCE) used as an assessment of clinical skills at the end of the first clinical year 418
- Predictive validity of a written knowledge test of skills for an OSCE in postgraduate training for general practice 812
- Standard setting in an objective structured clinical examination: use of global ratings of borderline performance to determine the passing score: *letter* 388, *author's reply* 389, 390
- Obstetrics-gynaecology
- Child health and obstetrics-gynaecology in a problem-based learning curriculum: accepting the limits of integration and the need for differentiation 261
- Increasing the instructional equivalency at a tri-clinical campus: going online with an Ob-Gyn clerkship 1105
- Occupational medicine, Teaching of occupational medicine to undergraduates in UK schools of medicine 697
- Occupational therapy, 'It teaches you what to expect in future...': interprofessional learning on a training ward for medical, nursing, occupational therapy and physiotherapy students 337
- Oncology, The effectiveness of a computer-assisted instruction programme on communication skills of medical specialists in oncology 125
- Operating theatre, Forming professional identities on the health care team: discursive constructions of the 'other' in the operating room 728
- Opinions, Using electronic mail as a method of surveying medical students' opinions and attitudes: *letter* 392
- OSCE *see* Objective structured clinical examination
- Out-patients, Students' perceptions of relationships between some educational variables in the out-patient setting 735
- Overseas-trained doctors, A pre-employment programme for overseas-trained doctors entering the Australian workforce, 1997-99 614
- P
- Paediatrics
- BaFá BaFá™: a cross-cultural simulation experience for medical educators and trainees 1102
- Child health and obstetrics-gynaecology in a problem-based learning curriculum: accepting the limits of integration and the need for differentiation 261
- Paediatric training for family doctors: principals and practice 449
- Preventive health counselling for paediatric residents 1007
- Sheffield Assessment Instrument for Letters (SAIL): *letter* 588; *reply* 588
- Who's afraid of the pre-school child? A parent and toddler programme for teaching pre-clerkship clinical skills 1109
- see also* Child health
- Pain evaluation, Medical students as standardized patients to assess interviewing skills for pain evaluation 135
- Palliative care
- Preparation for palliative care: teaching about death, dying and bereavement in UK medical schools 2000-2001 561
- Senior house officers' experience of a six month post in a hospice 45
- Panic therapy, Teaching medical students exposure therapy for phobia/panic - randomized, controlled comparison of face-to-face tutorial in small groups vs. solo computer instruction 412
- Paradigms, Total internal reflection: an essay on paradigms 514
- Parent and toddler programme, Who's afraid of the pre-school child? A parent and toddler programme for teaching pre-clerkship clinical skills 1109



- Partial knowledge, Misinformation, partial knowledge and guessing in true/false tests 805
- Passing score, Standard setting in an objective structured clinical examination: use of global ratings of borderline performance to determine the passing score: *letter* 388, *author's reply* 389, 390
- Pastoral care
- Pastoral Pool: an evaluation of a new system of pastoral care provision 651
- Problem shared 598
- Paterson, Andy, Seeing what develops: *editorial* 4
- Patient Care Project, The development and evaluation of an integrated community-based, patient-centred learning activity at the University of Hong Kong 992
- Patient care team
- Assessing the performance of doctors in teams and systems 942
- Forming professional identities on the health care team: discursive constructions of the 'other' in the operating room 728
- Patient-centred care, Developing a new line of patter: can doctors change their consultations for sore throat? 678
- Patient-physician relationship *see* Physician-patient relations
- Patient simulation
- Acute care skills evaluation for graduating medical students: a pilot study using clinical simulation 833
- Improving learning of a clinical skill: the first year's experience of teaching endotracheal intubation in a clinical simulation facility 635
- Innovative model for teaching and learning clinical procedures 628
- Integrated simulation experiences to enhance clinical education 1109
- Patients
- Making and sharing decisions about management with patients: the views and experiences of pre-registration house officers in general practice and hospital 49
- Medical students as standardized patients to assess interviewing skills for pain evaluation 135
- Patients' global ratings of student competence. Unreliable contamination or gold standard? 1117
- Practice into theory: *editorial* 1001
- Through the Patient's Eyes 1104
- see also* Physician-patient relations
- Patients, risk
- Do what I say, not what I do 113
- Students' perceptions of whistle blowing: implications for self-regulation. A questionnaire and focus group survey 173
- Peer review
- Cross-year peer tutoring experience in a medical school: conditions and outcomes for student tutors 1064
- Evaluating a teaching skills workshop for medical students 1094
- Peninsula Medical School, Breaking out of your comfort zone! 1163
- Perception, Perceiving clinical evidence 1189
- Performance *see* Assessment: Clinical competence: Measurement: Professional competence
- Personality characteristics, Medical students' personality characteristics and academic performance: a five-factor model perspective 1050
- Pharmacy, Developing communication skills for pharmacist-led clinics 1092
- Philosophy, Holding on to the philosophy and keeping the faith: *erratum* 102: *letter* 589
- Phobia therapy, Teaching medical students exposure therapy for phobia/panic - randomized, controlled comparison of face-to-face tutorial in small groups vs. solo computer instruction 412
- Photography, Seeing what develops: *editorial* 4
- Physician-patient relations
- Developing a new line of patter: can doctors change their consultations for sore throat? 678
- Effectiveness of a computer-assisted instruction programme on communication skills of medical specialists in oncology 125
- Medical student attitudes toward the doctor-patient relationship 568
- Performance assessment module for experienced general practitioners 258
- Physician communication skills training: a review of theoretical backgrounds, objectives and skills 1004
- Practice into theory: *editorial* 1001
- Primary care resident, faculty, and patient views of barriers to cultural competence, and the skills needed to overcome them 749
- Through the Patient's Eyes 1104
- Physicians, Stress in doctors and dentists who teach 543
- Physiotherapy, 'It teaches you what to expect in future...': interprofessional learning on a training ward for medical, nursing, occupational therapy and physiotherapy students 337
- Portfolios
- Models of portfolios 897
- Portfolio-based assessments in medical education: are they valid and reliable for summative purposes? 899
- Use of portfolios for assessment of the competence and performance of doctors in practice 918
- Postgraduate certification
- Are medical postgraduate certification processes valid? A systematic review of the published evidence 73
- Is medical postgraduate certification improving health outcomes? 7
- Postgraduate dental training, Facing the challenges of competency-based assessment of postgraduate dental training: Longitudinal Evaluation of Performance (LEP) 92: *letter* 586
- Practice into theory 396
- Practice outcomes, A comparison of practice outcomes of graduates from traditional and non-traditional medical schools in Australia 985
- Pre-clinical curriculum, A brief review of the pre-clinical curriculum of the BP Koirala Institute of Health Sciences, Dharan, Nepal: *letter* 393
- Pre-employment programme, A pre-employment programme for overseas-trained doctors entering the Australian workforce, 1997-99 614
- Pre-registration house officer
- Anxiety and depression in the first year of medical residency training 66
- First year of doctoring: still a survival exercise: *editorial* 2

- How consultants, hospitals, trusts and deaneries affect pre-registration house officer posts: a multilevel model 35
- Making and sharing decisions about management with patients: the views and experiences of pre-registration house officers in general practice and hospital 49
- No-one forgets a bad teacher 5
- Perceptions of how well graduates are prepared for the role of pre-registration house officer: a comparison of outcomes from a traditional and an integrated PBL curriculum 16
- Pre-registration house officers and ward-based learning: a 'new apprenticeship' model 9: *letter* 587
- Relationship between pre-registration house officers and their consultants 26
- Stressful incidents, stress and coping strategies in the pre-registration house officer year 56
- see also* House officers
- Pre-school children, Who's afraid of the pre-school child? A parent and toddler programme for teaching pre-clerkship clinical skills 1109
- Preceptors, Identifying oneself as a teacher: the perceptions of preceptors 180
- Prescription
- Factors influencing prescribing: an intern's perspective 781
- Value of clinical judgement analysis for improving the quality of doctors' prescribing decisions 770
- Preventive health counselling, Preventive health counselling for paediatric residents 1007
- Primary care resident, Primary care resident, faculty, and patient views of barriers to cultural competence, and the skills needed to overcome them 749
- Problem-based learning
- Building confidence for work as house officers: student experience in the final year of a new problem-based curriculum 718
- Can students in a modified PBL curriculum exceed the national mean on USMLE Part 1? *letter* 791
- Child health and obstetrics-gynaecology in a problem-based learning curriculum: accepting the limits of integration and the need for differentiation 261
- Faculty opinions about a revised pre-clinical curriculum 299
- Fourth Asia-Pacific Conference on PBL, Prince of Songkla University, Haadyai, Songkhla, Thailand, 9-13 December 2002 597, 696
- Is there a problem with the problems in problem-based learning? 279: *letter* 790
- Perceptions of how well graduates are prepared for the role of pre-registration house officer: a comparison of outcomes from a traditional and an integrated PBL curriculum 16
- Student perceptions of tutor skills in problem-based learning tutorials 272
- Problems
- Pastoral Pool: an evaluation of a new system of pastoral care provision 651
- Problem shared 598
- Procedural skills
- Evaluation of procedural skills training in an undergraduate curriculum 1035
- Taking the skills lab onto the wards 1093
- Professional competence
- Assessing health professionals 800
- Comparison between medical students' experience, confidence and competence 534
- Facing the challenges of competency-based assessment of postgraduate dental training: Longitudinal Evaluation of Performance (LEP) 92: *letter* 586
- Identifying oneself as a teacher: the perceptions of preceptors 180
- Impact of three years' ethics teaching, in an integrated medical curriculum, on students' proposed behaviour on meeting ethical dilemmas 489
- Transition out of medical school - a qualitative study of descriptions of borderline trainee interns 466
- What is effective supervision and how does it happen? A critical incident study 1042
- see also* Assessment: Clinical competence: Measurement
- Professional development *see* Continuing professional development
- Professionalism
- Professionalism: a shared responsibility for a rich and enduring tapestry 410
- Terminally ill patients and Jehovah's Witnesses: teaching acceptance of patients' refusals of vital treatments 479
- Psychiatry
- Psychiatric education: a survey of Greek trainee psychiatrists 622
- 'Whose life is it anyway?' An innovative course on mental health issues 1094
- Psychometrics, Sci45: the development of a specialty choice inventory 659
- Psychotherapy, Current forms of psychotherapy: teaching their history, concept and application 1098
- Public health education
- Functional relationships of medical schools and health services 289
- Implementation of *Tomorrow's Doctors* 282: *letter* 790
- Tomorrow's Doctors*: much quoted; but has it been fully implemented? 212
- see also* Education: Medical education
- Public health medicine, *Tomorrow's Doctors*: extending the role of public health medicine in medical education: *editorial* 206
- Publications, Bottom drawer papers: another waste of clinicians' time 693
- Q
- Quality of health care
- Appraisal of doctors: problems with terminology and a philosophical tension 667
- Assessing the performance of doctors in teams and systems 942
- Conceptual challenges in tailoring physician performance assessment to individual practice 931
- Is insight important? Measuring capacity to change performance 965
- Linking assessment to learning: a new route to quality assurance in medical practice 949
- Procedures for establishing defensible programmes for

- assessing practice performance 936
- Relationship between competence and performance: implications for assessing practice performance 901
- Selecting performance assessment methods for experienced physicians 910
- When enough is enough: a conceptual basis for fair and defensible practice performance assessment 925
- Questionnaires
  - Hostile teaching hospitals and friendly district general hospitals: final year students' views on clinical attachment locations 1131
  - Survey of medical students' views about the purposes and fairness of assessment 879
- R
- Radiology
  - Integrated structure-function module for first year medical students: correlating anatomy, clinical medicine and radiology 1106
  - MammoEd: digital interactive breast imaging education 1103
- Randomised controlled trial, Educational research and randomised trials 1002
- Really Good Stuff
  - Annual peer-reviewed collection of reports on innovative approaches to medical education 1084-1110: Introduction 1086
  - Call for papers - Really Good Stuff: new ideas in medical education 98, 199, 303, 387, 793, 891, 1083
- Recall/memory, The efficacy of the 'mind map' study technique 426
- Reflection, Appraising and assessing reflection in students' writing on a structured worksheet 575
- Regional health care, Undergraduate training to expand regional health care: Med Experience Plus at Brock University 1108
- Registrars, Views of junior doctors on the specialist registrar (SpR) training scheme: qualitative study of UK medical graduates 1122
- Rejection, Developing research questions in medical education: the science and the art: *editorial* 596
- Reproducibility of results
  - Acute care skills evaluation for graduating medical students: a pilot study using clinical simulation 833
  - Concept mapping assessment in medical education: a comparison of two scoring systems 820
  - Misinformation, partial knowledge and guessing in true/false tests 805
  - Panel expertise for an Angoff standard setting procedure in progress testing: item writers compared to recently graduated students 860
  - Predictive validity of a written knowledge test of skills for an OSCE in postgraduate training for general practice 812
  - Reproducibility of clinical performance assessment in practice using incognito standardized patients 827
- Research
  - Challenges in education research 110
  - Creativity and medical education 519
  - Developing research questions in medical education: the science and the art: *editorial* 596
  - Educational research and randomised trials 1002
  - Ethics approval for research in medical education: *letter* 394
  - Information sheets and consent forms in medical education research: *letter* 392
  - Medical education research: is there virtue in eclecticism? *editorial* 502
  - Research in medical education: asking the right questions: *editorial* 1114
  - Research in medical education at the start of the century: *editorial* 1000
  - Research in medical humanities: is it time for a new paradigm? *editorial* 500
  - Voluntary student research groups in biochemical education 1091
- Resident, The resident as teacher of medical humanities 1099
- Resuscitation skills, The assessment tool is only as good as the assessors: *letter* 589
- Rheumatology, Reproducibility of clinical performance assessment in practice using incognito standardized patients 827
- Rotations, Students' perceptions of relationships between some educational variables in the outpatient setting 735
- Roux, Albert, Medical expertise and mashed potatoes 1167
- Rural health services, Does a rural educational experience influence students' likelihood of rural practice? Impact of student background and gender 241
- Rural placement, Effect of an early rural placement on internship choices of medical students: *letter* 791
- S
- Sci45 *see* Specialty choice inventory
- Science, Medical students' attitudes towards and perception of the basic sciences: a comparison between students in the old and the new curriculum at the University Medical Center Utrecht, The Netherlands 1142
- Scientific fraud
  - Do what I say, not what I do 113
  - Students' perceptions of whistle blowing: implications for self-regulation. A questionnaire and focus group survey 173
- Searle, Judy, Face to face 200
- Self-assessment scores, The influence of self-deception and impression management on surgeons' self-assessment scores 1094
- Self-deception, The influence of self-deception and impression management on surgeons' self-assessment scores 1094
- Self-directed learning, Self-directed learning during community-based placements 1090
- Self regulation
  - Do what I say, not what I do 113
  - Students' perceptions of whistle blowing: implications for self-regulation. A questionnaire and focus group survey 173
- Semantics
  - Can clinical reasoning be taught or can it only be learned? 695
  - Promoting diagnostic problem representation 760
  - Senior house officer
  - Senior house officers' experience of a six month post in a hospice 45
  - SHO training in Northern Ireland: *letter* 99
  - see also* House officers

- Sexism, 'So you row, do you? You don't look like a rower'. An account of medical students' experience of sexism 1057
- Sexuality, Teaching and learning about human sexuality in undergraduate medical education 432
- Sheffield Assessment Instrument for Letters (SAIL), Sheffield Assessment Instrument for Letters (SAIL): *letter* 588; *reply* 588
- Sherbrooke, A history of curriculum reform: the Sherbrooke story: *editorial* 896
- Simulation, Integrated simulation experiences to enhance clinical education 1109
- Skills *see* Procedural skills: Teaching skills
- Skills testing *see* Assessment: Clinical competence: Measurement: Professional competence: Testing
- Social sciences, Total internal reflection: an essay on paradigms 514
- Special study module  
Literature and medicine:  
evaluating a special study module using the nominal group technique 1071  
Special study module in hospital management 1092  
'Whose life is it anyway?' An innovative course on mental health issues 1094
- Specialist registrar training, Views of junior doctors on the specialist registrar (SpR) training scheme: qualitative study of UK medical graduates 1122
- Specialist registrars, What is effective supervision and how does it happen? A critical incident study 1042
- Specialty choice inventory, Sci45: the development of a specialty choice inventory 659
- Sri Lanka, Teaching of forensic medicine in the undergraduate curriculum in Sri Lanka: bridging the gap between theory and practice 1089
- Stakeholders, Helping tomorrow's doctors to gain a population health perspective - good news for community stakeholders 325
- Standards, Panel expertise for an Angoff standard setting procedure in progress testing: item writers compared to recently graduated students 860
- Stress  
Anxiety and depression in the first year of medical residency training 66  
Stress in doctors and dentists who teach 543  
Stressful incidents, stress and coping strategies in the pre-registration house officer year 56
- Structure-function module, An integrated structure-function module for first year medical students: correlating anatomy, clinical medicine and radiology 1106
- Structured worksheet, Appraising and assessing reflection in students' writing on a structured worksheet 575
- Supervision, What is effective supervision and how does it happen? A critical incident study 1042
- Surgeons, The influence of self-deception and impression management on surgeons' self-assessment scores 1094
- Surgery, Forming professional identities on the health care team: discursive constructions of the 'other' in the operating room 728
- Suture techniques, Evaluation of procedural skills training in an undergraduate curriculum 1035
- Sweden, Serious, frightening and interesting conditions: differences in values and attitudes between first-year and final-year medical students 555
- Systematic clinical appraisal and learning, Trialling a new way to learn clinical skills: systematic clinical appraisal and learning 1028
- Systems, Assessing the performance of doctors in teams and systems 942
- T  
Teachers (teaching)  
Cross-year peer tutoring experience in a medical school: conditions and outcomes for student tutors 1064  
Evaluating a teaching skills workshop for medical students 1094  
Identifying oneself as a teacher: the perceptions of preceptors 180  
No-one forgets a bad teacher 5  
Teaching hospitals, Hostile teaching hospitals and friendly district general hospitals: final year students' views on clinical attachment locations 1131
- Teamwork (teams, teamshaping)  
Assessing the performance of doctors in teams and systems 942  
Ethics of teamwork in an interprofessional undergraduate setting 1096  
Forming professional identities on the health care team: discursive constructions of the 'other' in the operating room 728  
'It teaches you what to expect in future...': interprofessional learning on a training ward for medical, nursing, occupational therapy and physiotherapy students 337  
Learning in groups: Teamshaping in the teaching of medical psychology 334  
Teaching teamwork to medical students: goals, roles and power 1089  
Teamwork during education: the whole is not always greater than the sum of the parts 314
- Terminally ill patients, Terminally ill patients and Jehovah's Witnesses: teaching acceptance of patients' refusals of vital treatments 479
- Testing  
Communication skills knowledge, understanding and OSCE performance in medical trainees: a multivariate prospective study using structural equation modelling 842  
Panel expertise for an Angoff standard setting procedure in progress testing: item writers compared to recently graduated students 860
- Tomorrow's Doctors*  
Implementation of *Tomorrow's Doctors* 282: *letter* 790  
*Tomorrow's Doctors*: extending the role of public health medicine in medical education: *editorial* 206  
*Tomorrow's Doctors*: much quoted; but has it been fully implemented? 212  
Trading-card game teaching, A trading-card game teaching about host defence 1201
- Training  
Is MD your final answer? 1171  
Views of junior doctors on the specialist registrar (SpR)

- training scheme: qualitative study of UK medical graduates 1122
- Training ward, 'It teaches you what to expect in future...': interprofessional learning on a training ward for medical, nursing, occupational therapy and physiotherapy students 337
- Treatment refusal, Terminally ill patients and Jehovah's Witnesses: teaching acceptance of patients' refusals of vital treatments 479
- Trials, Educational research and randomised trials 1002
- True/false tests, Misinformation, partial knowledge and guessing in true/false tests 805
- Tuition fees, No debt for medical students in Greece 626
- Tutors
- Cross-year peer tutoring experience in a medical school: conditions and outcomes for student tutors 1064
  - see also* Learning: Teachers (teaching)
- U
- United Arab Emirates, Student perceptions of tutor skills in problem-based learning tutorials 272
- United States of America, Certifying examination performance and patient outcomes following acute myocardial infarction 853
- USMLE Part 1, Can students in a modified PBL curriculum exceed the national mean on USMLE Part 1? *letter* 791
- V
- Validation studies, Are medical postgraduate certification processes valid? A systematic review of the published evidence 73
- Values in medicine, Professionalism: a shared responsibility for a rich and enduring tapestry 410
- Virtual handouts, Virtual handouts for handheld computers 1101
- Voluntary student research groups, Voluntary student research groups in biochemical education 1091
- W
- Ward-based learning, Pre-registration house officers and ward-based learning: a 'new apprenticeship' model 9: *letter* 587
- Whistle blowing
- Do what I say, not what I do 113
  - Students' perceptions of whistle blowing: implications for self-regulation. A questionnaire and focus group survey 173
- White coats, What do Australian doctors think of white coats? 1209
- Wilkes, Michael, Face to face 996
- Women's health care
- Students' experience with women's health care in a family medicine clerkship 456
  - Training post in women's health care for GP registrars 1098
- Workload, How consultants, hospitals, trusts and deaneries affect pre-registration house officer posts: a multilevel model 35
- World Conference on Medical Education, Global standards in medical education for better health care 1116
- Wound closure, Taking the skills lab onto the wards 1093
- Written knowledge test of skills, Predictive validity of a written knowledge test of skills for an OSCE in postgraduate training for general practice 812





